

# Chauncy-Hall School.



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Gift of Mrs. Carlyle Holt in memory  
of her grandfather Weston Lewis









**FIFTY-FIRST ANNUAL**  
**CATALOGUE**  
OF THE  
**TEACHERS AND PUPILS**  
OF  
**CHAUNCY-HALL SCHOOL,**

No. 259, BOYLSTON STREET (NEAR DARTMOUTH),

BOSTON.

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**1878-1879.**

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CONTAINING ALSO

*A Statement of the System and Principles upon which  
the School is conducted.*

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BOSTON:

DAVID CLAPP & SON, PRINTERS, 564 WASHINGTON STREET.

1879.

\*LD 7501

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1878-79

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*Edue  
for  
stacks*

*Gift of Mrs Carlyle Hott  
in memory of her grandfather  
Wesley Lewis  
April 9-1964*



## INTRODUCTION.

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THE greater part of the contents of this catalogue has been included in previous numbers; but parents who have children now in school are respectfully requested to go over all the matter, to see if they are getting the full benefit of the advantages offered.

A close acquaintance with the regulations on pages 66-68 will often save trouble to parents, teachers, and pupils.

Strangers who are seeking a school for their children will find the general principles on which Chauncy Hall is managed explained between pages 28 and 59. If they give a careful perusal to the whole catalogue they will find that the different departments, Classical, Mercantile, Military, Scientific, furnish a complete course of school education, beginning with the KINDERGARTEN and PRIMARY DEPARTMENTS, and continuing through the UPPER DEPARTMENTS, in preparation for the University, the Institute of Technology, the Counting-room.

The number of teachers is so large, the organization so complete, the supervision so thorough, that the advantages of having different courses in the same institution are preserved, while the dangers are obviated.

The limited number of teachers in most high schools tends to the neglect of the English studies for the sake of the ancient classics; but this evil is prevented at Chauncy Hall by having a corps of classical instructors so unusually large in proportion to the number of pupils that the teachers in the English Departments are left free to devote themselves to the students who are fitting for the Institute of Technology or for Business, or who are remaining here for general culture without reference to any particular course of life.

Arrangements are also made for a course without home study, for those whose health does not allow them to do the full work of the school. See page 16.

### SPECIAL STUDENTS

Are admitted to any class for which they are qualified. See pages 20 and 39.

### A POST-GRADUATE COURSE

Is open to Graduates of High Schools and to other persons of mature age. See pages 22, 23.

Letters about the School should be addressed to the Principals ;  
those in regard to the Corporation, to the Treasurer.

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## CORPORATION.

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### DIRECTORS:

GEORGE B. CHASE, *President.*  
 BENJ. W. GILBERT, *Treasurer.*  
 NATHANIEL J. BRADLEE.  
 JAMES W. AUSTIN.  
 HERBERT B. CUSHING.

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## SCHOOL.

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### PRINCIPALS:

THOMAS CUSHING,  
 LATIN, GREEK, WRITING, AND SPELLING.

WILLIAM H. LADD,  
 ENGLISH LITERATURE AND COMPOSITION.

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### TEACHERS:\*

MISS SUSAN D. NICKERSON,  
 PRIMARY DEPARTMENT.

OLIVER F. BRYANT,  
 PHYSICS, GEOGRAPHY, GRAMMAR, MODERN HISTORY, AND BOOK-  
 KEEPING.

\* Arranged by length of connection with School.

J. B. TORRICELLI,  
FRENCH, ITALIAN, AND SPANISH.

BENJAMIN F. NUTTING,  
DRAWING.

HERBERT B. CUSHING,  
GREEK AND MILITARY DRILL.

EDWIN DEMERITTE,  
LATIN, GREEK, AND MILITARY DRILL.

JAMES B. TAYLOR,  
LATIN, ENGLISH LITERATURE, AND ELOCUTION.

DR. ERNEST W. CUSHING,  
CHEMISTRY AND PHYSIOLOGY.

ARTHUR C. BOYDEN,  
MATHEMATICS, NATURAL HISTORY, AND VOCAL MUSIC.

MISS ALICE H. BALCH,  
ADVANCED KINDERGARTEN.

MISS LAURA E. TILESTON,  
KINDERGARTEN.

MISS MARY E. PEIRCE,  
GERMAN, ANCIENT HISTORY, AND COMPOSITION.

MISS A. A. BRIGHAM,  
DRAWING AND ARITHMETIC.

MRS. A. F. HARRIS,  
ARITHMETIC AND READING.

In the school year 1879-80, a French teacher will give daily instruction in French conversation.

Mrs. MARY GREGORY, of the Boston University School of Oratory, will give instruction to the young ladies—both regular and special students—in Vocal Training.

## SPECIAL ADVANTAGES.

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THE following summary of some special advantages is made for persons, unacquainted with the school, who may not have time to read the whole catalogue.

The success of its candidates at College (see page 42) and the Institute of Technology.

The attention to good manners and business habits ; and the fact that the business education "is not confined to Arithmetic and Book-keeping, but gives such broad and generous culture as is demanded for a high position in the mercantile community. See pages 43-44.

The pains taken to keep parents informed of the time and result of each separate lesson. See pages 42, 49.

The abundant aid furnished to pupils who need extra assistance. See pages 47-48.

The correct reading, writing, and speaking of the English language, begun at an early age, continued through the entire course, and supplemented by a critical study of the best authors. See pages 37-39.

The arrangement of study, particularly that of natural science, so as to develop the faculties in natural order, starting from observation.

The admission of pupils from three to twenty years of age, so that all the children of a family can attend the same school.

The courtesy shown by old members to new-comers.

Arrangements for ventilation, equable temperature, light, and position, unequalled in any other building of its size. See pages 35, 36; 53, 55.

THE RETAINING OF THE TWO GREAT ADVANTAGES of the best public schools, namely—

Thorough discipline;

The mingling of a large number of pupils, which is so valuable in training a boy for his future duties as a citizen.

FREEDOM FROM THE DISADVANTAGES of public schools:

In having no class rank. See page 48.

In the few branches taken by each teacher. Pages 29, 30, 40.

In having no semi-annual change of teachers.

In an amount of personal attention impossible in any public school.

In making its own regulations, so that it can meet the reasonable wants of individual cases without consulting any higher authority. See page 16.

In keeping a healthy moral sentiment, not only by the exclusion of boys of bad character, but by privately dismissing any pupil whose moral influence seems objectionable, without the necessity of public investigation or proving any particular offence on his part.

## UPPER DEPARTMENTS.

**TEACHERS.**

THOMAS CUSHING,  
Latin, Greek, Writing, and Spelling.

WILLIAM H. LADD,  
English Literature and Composition.

OLIVER F. BRYANT,  
Physics, Geography, Modern History, and Book-keeping.

J. B. TORRICELLI,  
French, Italian, and Spanish.

BENJAMIN F. NUTTING,  
Drawing.

HERBERT B. CUSHING,  
Greek and Military Drill.

EDWIN DEMERITTE,  
Latin, Greek, and Military Drill.

JAMES B. TAYLOR,  
Elocution and Latin.

ARTHUR C. BOYDEN,  
Mathematics, Natural History, and Vocal Music.

ERNEST W. CUSHING,  
Chemistry and Physiology.

MISS MARY E. PEIRCE,  
German, Ancient History, Mathematics.

MISS A. A. BRIGHAM,  
Drawing and Arithmetic.

MRS. A. F. HARRIS,  
Reading and Arithmetic.

## PUPILS.

Names.	Residences.
Ripley O. Anthony, . . .	Beacon St.
Walter Austin, . . .	} Arlington St.
William F. Austin, . . .	}
Francis E. Bacon, Jr., . . .	Beacon St.
Wallace B. Baker, . . .	} Columbus Av.
John W. Baker, . . .	}
Alfred Batcheller, . . .	Berkeley St.
Grenville S. Bell, . . .	CHELSEA.
Charles McG. Biddle, . . .	LYNN.
George B. Billings, . . .	Hancock St.
John B. Blake, . . .	Washington St.
Arthur F. Blanchard, . . .	WEST ACTON.
John R. Bradley, . . .	} Beacon St.
Arthur T. Bradley, . . .	}
William D. Brewer, Jr., . . .	Columbus Av.
Henry C. Brewer, . . .	JAMAICA PLAIN.
Sylvester B. Breed, . . .	LYNN.
Arthur H. Brown, . . .	“
C. R. Brown, . . .	S. BOSTON.
George W. Birkenhead, . . .	MANSFIELD.
Frederic W. Calden, . . .	Tremont St.
Edward E. Chalmers, . . .	“ “
William C. Chamberlain, (of Louisville, Ky.) . . .	} Montgomery St.
Stephen Chase, . . .	Beacon St.
Arthur H. Choate, . . .	Tremont St.
Arthur T. Clark, . . .	Worcester St.
Alice M. Claussen (of Pepperell), . . .	} CAMBRIDGEPORT.
Pauline Cochrane, . . .	} MALDEN.
J. Eugene Cochrane, . . .	}
Harry E. E. Converse, . . .	MALDEN.
J. Randolph Coolidge, Jr., . . .	} Beacon St.
John Gardner Coolidge, . . .	}
Frank Ernest Cutler, . . .	SOMERVILLE.
Henry W. Dale, . . .	Sharon St.
Harrie L. Davenport, . . .	MILTON.

James V. Davis, . . . .	ROXBURY.
Octavio E. Davis (of Cuba),	Northampton St.
Stanton Day, . . . .	W. Concord St.
William S. Doak, . . . .	LYNN.
Charles C Doe, . . . .	Columbus Av.
Jones Talbot Eager, . . . .	CANTON.
Willard W. Estabrook,	Rutland Sq.
Mattie S. Evans, . . . .	HYDE PARK.
Parker B. Field, . . . .	DORCHESTER.
George J. Fiske, . . . .	Clarendon St.
Dexter F. Follett,	Commonw'lth Hotel.
Herbert S. Forman, . . . .	LYNN.
George C. Fuller, . . . .	CHELSEA.
Charles F. Gregory, . . . .	CAMBRIDGEPORT.
Horace M. Griffing, . . . .	DORCHESTER.
J. M. Grosvenor, Jr., . . . .	Columbus Av.
Francis M. Haines, . . . .	} Townsend St.
Alonzo Y. Haines, . . . .	
Alfred T. Hartwell, . . . .	S. NATICK.
Napoleon Harvey, . . . .	E. FOXBORO'.
Edward A. Haskell, . . . .	E. BOSTON.
Justin M. Hayward, . . . .	} STONEHAM.
Charles D. Hayward, . . . .	
Walter E. Henry, . . . .	STOUGHTON.
Aubrey Hilliard, . . . .	W. Newton St.
Arthur B. Hodgkins, . . . .	Montgomery St.
Ellis Hollingsworth, . . . .	S. BRAINTREE.
George R. Howe, . . . .	Tremont St.
Frederic T. Isburgh, . . . .	MELROSE.
Ellen M. Johnson, . . . .	E. SAUGUS.
Harrie F. Jordan, . . . .	Columbus Av.
Chokichi Kikkawa (of Japan),	W. Canton St.
George F. King, . . . .	MALDEN.
Thomas Lang, Jr., . . . .	MALDEN.
Herbert M. Leland, . . . .	Tremont St.
T. P. Lennox, . . . .	EVERETT.
Weston K. Lewis, . . . .	Worcester St.
Lizzie E. Little, . . . .	Chandler St.
Horace Manning, . . . .	Boylston St.



George V. Mead, . . .	}	ACTON.
Fred S. Mead, . . .		
Adelbert F. Mead, . . .		
Charles F. W. McClure, . . .		CAMBRIDGE.
Smith A. Mowry, . . .		"
Grace Lee Murray, . . .		BROOKLINE.
Nabukata Nambu (of Japan),		DORCHESTER.
Arthur I. Nash, . . .		Union Park.
Franklin E. Parker, . . .		Columbus Av.
Dana Pearson, . . .		CAMBRIDGE.
Horace B. Pearson, . . .		Mt. Vernon St.
Francis A. Pierce, . . .		Rutland St.
Wallace N. Proctor, . . .		REVERE.
William L. Puffer, . . .	}	BOSTON HIGHL'DS.
Mary P. Puffer, . . .		
Frederic E. Puffer, . . .		
*Ernest Putnam (of Wilton, N. H.), . . .	}	NEWTON.
Charles G. Rice, . . .		
Edward H. Richards, . . .		WOBURN.
William B. Richardson, . . .		Tremont St.
Odin B. Roberts, . . .	}	W. Springfield St.
Harold B. Roberts, . . .		
Charles H. Rollins, . . .		Commonwealth Av.
Frederic G. Ross, . . .		IPSWICH.
Edward E. Rose, . . .		CHARLESTOWN.
Abbott L. Rotch, . . .		Commonwealth Av.
Charles E. Russell, . . .		DEDHAM.
Jotham Salisbury, Jr., . . .		WEYMOUTH.
Ingleton Schenck, . . .		Townsend St.
Clarence S. Sharp, . . .		DORCHESTER.
Frederic W. Snow, . . .		Commonwealth Av.
Willie E. Stackpole, . . .		S. BOSTON.
R. H. Stearns, Jr., . . .		Boylston St.
Chester Stiltz (of Williamsport, Pa.), . . .	}	Bromley Park.
Thomas Talbot, Jr., . . .		
Fred. H. Taplin, . . .		BILLERICA.
		HYDE PARK.

\* Deceased.

Emma L. Thornton, . . . . .	Holyoke St.
H. Allen Tenney (of Worcester), . . . . .	} Columbus Av.
Amos L. Townsend (of New York), . . . . .	
Henry I. Turner, . . . . .	Boylston St.
Wm. L. Verhoeff (of Louisville, Ky.), . . . . .	} Temple St.
Walter H. Watson, . . . . .	
Fanny M. Webster, . . . . .	} Boylston St.
Mary Alba Webster, . . . . .	
Andrew G. Weeks, Jr., . . . . .	Newbury St.
Benj. T. Wells, Jr., . . . . .	HYDE PARK.
Walter B. Wentworth, . . . . .	WALPOLE.
S. Lizzie Whipple, . . . . .	NEPONSET.
Joseph F. White, . . . . .	Commonwealth Av.
Henry C. White, Jr., . . . . .	CAMBRIDGEPORT.
Frank D. Williams, . . . . .	TAUNTON.
Edward N. Wilmarth, . . . . .	JAMAICA PLAIN.
Charles H. Wilson, . . . . .	CHARLESTOWN.
Winthrop C. Winslow, . . . . .	Rutland St.
Lewis A. Wood, . . . . .	NEWTON.
Herbert Woods, . . . . .	Union Park.

# LIST OF STUDIES

## IN

# THE FULL REGULAR COURSES.

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Many years of careful observation prove the following to be adapted to any pupil who possesses ordinary ability and good health.

Daily out-of-school study is required. (For course requiring no home study, see page 16.)

The arrangement is designed so as to develop the faculties according to nature, by cultivating the power of observation in the younger pupils, and by deferring to a more mature age those studies that mostly demand reasoning.

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### GENERAL EXERCISES.

Abstracts of Authors, by the First, Second, and Third Classes, Sept. 29, Oct. 20, Nov. 10, Dec. 1, 22, 1879; Jan. 19, Feb. 16, March 8, 29, April 19, May 10, June 7, 1880.

Compositions by all the classes except the Sixth—Oct. 6, 27, Nov. 17, Dec. 8, 1879; Jan. 5, 26, Feb. 23, March 15, April 5, May 17, June 14, 1880.

Declamation every third week.

Military Drill four times a week.

Short Lectures on Physiology and Hygiene.

Vocal Music.

Writing in copy books.

Written Spelling Lessons every day.

## ENGLISH DEPARTMENT.

## SIXTH CLASS.

Geography;  
 Map Drawing from Memory;  
 Oral Lessons in Grammar;  
 Decimals, Divisors, Multiples, and Fractions;  
 Oral Arithmetic;  
 Reading and Defining;  
 Oral Lessons in Natural History;  
 Oral Lessons in Geometry;  
 Drawing;  
 Stories from Mythology and Poetry.

## FIFTH CLASS.

Geography;  
 Map Drawing from Memory;  
 Oral History of the United States;  
 Grammar;  
 Oral Arithmetic;  
 Written Arithmetic; Measures (including Metric System); Simple rules of Percentage;  
 Reading and Defining;  
 Oral Lessons in Natural History;  
 Geometrical Drawing;  
 Drawing.

## FOURTH CLASS.

Geography;  
 Map Drawing from Memory;  
 Grammar;  
 Geometrical Problems;  
 Business Arithmetic;  
 Reading: School Days at Rugby;  
 History of the United States;  
 Defining;  
 Oral Lessons in Botany;  
 Drawing;  
 Oral Lessons in Mineralogy.

## THIRD CLASS.

Geography;  
 Map Drawing from Memory;  
 Grammar;  
 History of England;  
 Arithmetic;  
 Practical Exercises in Geometry;

Algebra, through Factoring;  
 Drawing;  
 Scott's Poetical Works;  
 Defining;  
 Natural Philosophy, Oral.

## SECOND CLASS.

Grammar;  
 History of Rome;  
 Constitutional History of the U. S.;  
 Physics;  
 Wilson's Punctuation;  
 Arithmetic, including the Metric system;  
 Ray's Higher Algebra;  
 Geometry;  
 Defining;  
 Irving's Works.

## FIRST CLASS.

History of Greece and Ancient Geography;  
 Geography reviewed;  
 Defining;  
 Arithmetic, including the Metric system;  
 Ray's Higher Algebra;  
 Chemistry;  
 Geometry;  
 Book-keeping;  
 Shakespeare;  
 English Authors;  
 Botany;  
 Modern Revolutions.

## EXTRA CLASS.

History of France;  
 Freeman's General History;  
 Tyndal's Forms of Water;  
 Defining;  
 Higher Algebra;  
 Geometry;  
 Trigonometry;  
 Shakespeare;  
 English Authors.

## CLASSICAL DEPARTMENT.

## SIXTH CLASS.

Harkness's Latin Grammar ;  
Leighton's Latin Lessons.

## FIFTH CLASS.

Harkness's Latin Grammar and  
Leighton's Latin Lessons ;  
Harkness's Latin Prose Composition ;  
Principia Latina, Part II.

## FOURTH CLASS.

Latin Grammar and Composition ;  
Cæsar's Commentaries ;  
Goodwin's Greek Grammar and  
White's First Lessons in Greek.

## THIRD CLASS.

Latin and Greek Grammar and Com-  
position ;  
Selections of Latin Prose and Latin  
at sight ;  
Xenophon's Anabasis, begun.

## SECOND CLASS.

Latin and Greek Grammar and Com-  
position ;  
Virgil's *Æneid* and *Bucolics* ;  
Latin at sight ;  
Xenophon's *Anabasis*, and *Hellenica* ;  
Herodotus.

## FIRST CLASS.

Latin and Greek Grammar and Com-  
position ;  
Cicero's *Orations* ;  
Herodotus ;  
Homer's *Iliad*.

## TIMES FOR BEGINNING LATIN AND GREEK.

Classes in Latin are formed annually in September, and the course of preparation for Harvard College occupies six years. This time may be shortened when the age and progress of the pupil make it expedient. It is most advantageous for pupils to join the sixth Latin class at the same time that they enter the fifth class in the English department. Pupils intended for College lose time in preparation, if their Latin is begun later. A Latin Class is formed in February, which ultimately joins that which begins the following September. This class is intended to make the beginning of the study of Latin easier for young pupils and those who learn with difficulty, and the lessons are made short.

Those who take up Latin in February should do so when in the sixth class in English studies.

Greek is begun at the end of the second year of Latin.

## MODERN LANGUAGES.

## FRENCH CLASSES.

Otto's French Grammar, by Bocher ;  
 Bocher's French Reader ;  
 Chardenal's Exercises ;  
 Fables d'Æsop ;  
 Selections from the Classics, &c. ;  
 Taine's Notes on England ;  
 " " " Italy ;  
 Ancient and Modern French Plays.

## ITALIAN CLASSES.

Toscani's Italian Grammar ;  
 Green's Method ;  
 Pellico's Works ;  
 Manzoni's Works ;  
 Dall'Ongoro's Works ;  
 Selections from the Classics.

## SPANISH CLASSES.

Jose's Spanish Grammar ;  
 Ahn's Method ;  
 Fernan Caballero's Works ;  
 Trueba's Works ;  
 Selections from Old Writers ;  
 Ancient and Modern Plays.

## GERMAN CLASSES.

During the first half year, most of  
 the instruction is oral.  
 Der Leitfaden, von Heness ;  
 Stories by Zschokke and others ;  
 Schiller's and Goethe's Dramas ;  
 Eysenbach's German Grammar.

☞ Classes in French are usually formed in February and September ; in Spanish and German, whenever four pupils, or as many as will meet the expense of instruction, desire to begin.

## SPECIAL COURSE,

## REQUIRING LITTLE OR NO HOME STUDY.

A wise request for fewer hours of study is often made in behalf of children too delicate to take the full regular course. Their health is of vastly more value than learning, but they are better both in mind and body for some regular mental discipline.

It is disadvantageous for them if they are allowed to do poor work in all the different studies to which the robust majority of the class are able to attend. If they are kept more than a few years under governesses or private tutors, they are apt to lack that development which comes from association with other children. Thus their education is often a difficult problem. The increase of teachers and of educational facilities in the school within the last few years offers this class of pupils the opportunities they need ; and the large number of families that have already availed themselves of the arrangement shows that it is supplying a long needed want. It is

known in school as the "two-years' course," and is managed as follows :

When parents find the full work of a class too much for their child, they send a note stating that they wish him or her to remain two years in the class, instead of being promoted at the end of the year. The pupil then entirely drops nearly half of his studies, but does *thoroughly* what he undertakes, and passes the regular examinations on the branches he studies ; the next year, he reviews what he has been over, and takes up what he has omitted. This arrangement prevents any mortification at not going up with the majority ; because the parents' letter is read to the class at the time of its receipt, and the whole matter is thoroughly understood. The youngest scholars know the difference between an action of the parents on account of health, and a decision of the teachers on account of idleness. This two-years' course is taken this year by some members of every class in school.

This course is also earnestly recommended for young pupils who are giving UNUSUAL ATTENTION TO LANGUAGES, and for those of any class who require much HOME TIME FOR MUSICAL INSTRUCTION. See deduction in terms on p. 19. For prizes in this course, see p. 72.

Those whose health or time does not admit of doing even what has been mentioned above can take advantage of the arrangement for Special Students. (See pp. 20, 21.)

The two systems meet the requirements of almost any individual, young or old, who wishes to do a small amount of thorough work.





All damage to furniture will be charged at the actual cost of repairs.

Pupils are received at any time, if there are vacancies, the charge after the first two weeks of the school year beginning from the week of entrance; but if extra teaching is necessary to make up lessons which the class has previously been over, the charge will begin from the first week of the quarter.

#### DEDUCTIONS.

When two or more pupils from one family attend *through the entire year*, a deduction of twenty dollars will be made on the fourth quarterly bill of each year for each member of said family in the Classical Course or in the High School Department of the English Course, and of fifteen dollars for each member of the Grammar School Department.

A pupil who has been in the Upper Department seven years may remain another year, if satisfactory in department, without charge for English branches; and the tuition for languages will only be that charged for a regular student.

When a pupil in the English course remains two entire years in a class below the first, tuition for the last quarter will be free except for languages, which will be \$7 a quarter each.

A large deduction is made to teachers and clergymen.

A deduction of \$13 will be made at the end of the first year in the Upper Department for a pupil who has spent a full year in the Primary Department.

A discount of six per cent. is made on a full yearly bill paid in advance.

## SPECIAL AND POST-GRADUATE STUDENTS.

---

- CLARA W. AUSTIN, . . . . . W. Brookline St.  
*Latin, Physics.*
- MARY BLANCHER, . . . . . W. Newton St.  
*Botany, Mineralogy.*
- DANFORTH R. DUNN, . . . . . Hotel Hamilton.  
*Arithmetic, Book-keeping, Literature, Composition.*
- NELLIE B. FERGUSON, . . . . . Clarendon St.  
*German, Physics, History, Composition.*
- ABBY M. LOVEJOY, . . . . . W. Roxbury.  
*Latin, French, Shakespeare.*
- CLARA MCDougALL, . . . . . Tremont St.  
*Composition, Elocution, Physics, Literature.*
- MINNIE F. MUNROE, . . . . . Cambridge.  
*Greek, Latin.*
- GISABRO NAKAWARA, . . . . . of Japan.  
*Algebra, Geometry, Arithmetic.*
- HARRY C. SMITH, . . . . . Myrtle St.  
*French, Arithmetic, Book-keeping.*
- PERCIVAL S. HOWE, . . . . . Brookline.  
*Latin, French, Composition.*
- FRED A. WHITNEY, . . . . . Watertown.  
*English Literature, History, Arithmetic.*

## TERMS FOR SPECIAL STUDENTS.

By the quarter, *invariably in advance*, for instruction in class hours only. Deportment must be faultless.

Composition, Drawing, Spelling, Botany, Mineralogy, and Natural History, \$5 each; Composition, every week, \$10; Geography, ancient and modern, one class, \$10, more than one, \$15; Penmanship, \$10; Book-keeping, English Grammar and Punctuation, (counted together), Physics, Chemistry, Military Drill, Elocution, \$15 each; History, full course, Greek, Roman, French, English, and American, all the same week, \$20; History of one country, \$10; Mathematics, one branch, \$15, two, \$25, three, \$30; Shakespeare and General Literature, three lessons per week, \$15; Milton, Scott, Irving, Tennyson, and other authors, two lessons each per week, \$10 each; Modern Languages, one, \$15, two, \$25; Latin or Greek, daily, \$25, both, \$45; one ancient and one modern language, \$35. For \$60 a quarter, any studies may be taken that the student can pursue with thoroughness.

**SPECIAL BUSINESS COURSE:** Book keeping, Arithmetic, Composition, and Penmanship, \$35.

No regular pupil who falls behind his class on account of idleness, will be received as a Special Student in more than four branches.

## POST-GRADUATE COURSE,

For GRADUATES of HIGH SCHOOLS who are not able to take a four years' course of higher education, but who would like a year of broader study than is offered by the curriculum of any preparatory school.

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There are also ladies and gentlemen *not* fresh from school, but fond of certain studies which they have not had the opportunity of fully pursuing, who would like the guidance and help of instructors and the stimulus of companionship.

### THE LITERARY COURSE

will be conducted with especial regard to general knowledge and the information demanded by society.

Much of the work proposed corresponds with that of the first and second years at College.

In ENGLISH LITERATURE the basis of a solid year's reading will be furnished in the study of portions of the works of

The leading poets from Chaucer to Tennyson ;  
The most eminent prose writers ;  
Translations of Homer and Virgil.

### SCIENTIFIC COURSE.

In HISTORY, a thorough course of reading will be assigned, in regard to the country or period that the student selects.

Vocal practice in Elocution, essays, abstracts of books read, and discussions on literary and historical subjects, will accompany the studies of this department.

CHEMISTRY. The well-furnished laboratory of the School, with the apparatus and preparation obtained in Vienna by Dr. E. W. Cushing, affords special facility for study and practice.

BOTANY.

MINERALOGY.

## MATHEMATICS.

*Higher Algebra. Solid and Spherical Geometry. Trigonometry.*

## LANGUAGES.

LANGUAGES will not be included strictly in either course, but, as in the regular school course, will be extra, though open to all and carefully provided for. Latin authors, such as Livy, Cicero, and Horace, will be studied. Latin prose reading at sight will be practised with an instructor. French and German authors will be read with an instructor.

Those not capable of joining the advanced classes in languages will have an opportunity of joining those in the undergraduate department.

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The equivalent of a Normal-School education may thus be obtained by those proposing to become Teachers, with the great additional advantage of witnessing all the processes in the various departments of a large school, as carried on by experienced teachers.

## SPECIAL STUDENTS.

Any lady or gentleman may attend the lectures, readings, and recitations, without liability to questioning or examination, on payment of the regular terms, either for a full course or separate studies.

Application before Sept. 1st will facilitate arrangements for next autumn.

## THE TERMS FOR POST-GRADUATE STUDENTS

Are the same as for Special Students, except that persons, who pass an examination such as is required to graduate from the first class of Chauncy Hall, will not be charged more than the regular rates for the undergraduate departments, no matter how many studies they take.

## PRIMARY DEPARTMENT.

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### EXERCISES.

Oral Lessons in French;  
 Oral Lessons in Botany;  
 Reading;  
 Singing;  
 Spelling;  
 Swinton's Word Book;  
 Colburn's First Lessons;

Hagar's Primary Arithmetic;  
 Hagar's Elementary Arithmetic;  
 Mrs. Hall's Primary Geography;  
 Drawing;  
 Penmanship;  
 Recitations of Poetry.

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TERMS:—\$50 for the first half year, payable Nov. 19, 1879.

\$38 “ second “ “ March 26, 1880.

Books and Stationery, two dollars a half year.

A pupil who remains in this Department a full year is allowed \$13 deduction at the end of his first year in the Upper Department.

[For terms of Upper Departments see pages 18, 19.]

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### \*TEACHERS.

MISS SUSAN D. NICKERSON,  
*Arithmetic, Botany, Geography, Reading, Spelling.*

THOMAS CUSHING,  
*Penmanship.*

MISS LUCY WHEELOCK,  
*Singing.*

MISS MARY E. PEIRCE,  
*French Conversation.*

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There is also a special Teacher of Drawing.

\* Next year, Mrs. MARY GREGORY, of the Boston University School of Oratory, will give instruction in Vocal Training.

## PUPILS.

Names.	Residence.
Herbert R. Atwood, . . .	Columbus Av.
Frederic Blake, . . .	} Washington St.
Arthur Blake, . . .	
Henry G. Bradlee, . . .	Beacon St.
Emma S. Cogswell, . . .	Boylston St.
Florence A. DeMeritte, . . .	HYDE PARK.
Joseph W. Foster, . . .	Berwick Park.
Nathaniel L. Francis, . . .	Boylston St.
John Hitchcock, Jr., . . .	Union Park.
Harry C. Hill, . . .	“ “
Barton P. Jenks, . . .	Shawmut Av.
Frederic H. Lewis, . . .	Worcester St.
Barton C. Moore, . . .	} Boylston Place.
Bessie C. Moore, . . .	
Lewis N. Roberts, . . .	Tremont St.
Herbert Small, . . .	Montgomery St.
Theodore C. Tebbets, of Lynn,	American House.
George H. Tinkham, . . .	Montgomery St.
Davis R. Vail, . . .	Chester Sq.
Guy W. Walker, . . .	Rutland Sq.
Arthur G. Wood, . . .	“ “

## ADVANCED KINDERGARTEN.

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This includes the higher Kindergarten employments, Reading, Writing, oral teaching in French, and Vocal Music. See page 58.

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TERMS:—\$87.50, from Sept. 29 to June 13, payable Dec. 2.

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*Teacher.*

MISS ALICE H. BALCH.

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### PUPILS.

Names.	Residence.
Mary C. Burnham, . . .	Commonwealth Av.
Arthur Beebe, . . .	Beacon St.
Edith Batcheller, . . .	Hotel Berkeley.
George Batcheller, . . .	Boylston St.
Harold Brown, . . .	Dartmouth St.
Augusta Endicott, . . .	Newbury St.
May Guild, . . .	Columbus Av.
Alice Greenough, . . .	Arlington St.
Minnie Haskell, . . .	Dartmouth St.
May Jackson, . . .	Hotel Berkeley.
Willie Newton, . . .	Marlborough St.
May Pratt, . . .	Commonwealth Av.
Henry Symonds, . . .	Columbus Av.
Nellie B. Tinkham, . . .	Montgomery St.
Blanche Walker, . . .	Rutland Sq.
Kitty Wentworth, . . .	Charles St.
Paul Washburn, . . .	Newbury St.



## KINDERGARTEN.

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TERMS:—\$75, from Sept. 29 to June 19, payable Dec. 2.

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*Teacher.*

MISS LAURA E. TILESTON.

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### PUPILS.

Names.	Residence.
Harry Batcheller, . . .	Boylston St.
Edward C. Bradlee, . . .	Beacon St.
Constance J. Cushing, . . .	Boylston St.
Winslow Churchill, . . .	Hotel Vendome.
George De Meritte, . . .	HYDE PARK.
William Greenough, . . .	Arlington St.
Hamilton Hill, . . .	St. James Av.
Helen Jordan, . . .	Marlboro' St.
Frances Lee, . . .	Commonwealth Av.
Emily Newton, . . .	Newbury St.
Emily Pratt, . . .	Beacon St.
Rebecca Tinkham, . . .	Montgomery St.
Karl White, . . .	Beacon St.

Mrs. Henriette V. Cushing, who has superintended these Kindergartens from their first establishment, will, next year, have the personal supervision of both classes.

# STATEMENT

OF THE SYSTEM AND PRINCIPLES UPON WHICH CHAUNCY-  
HALL SCHOOL WAS ESTABLISHED IN 1828,  
ITS FIFTY YEARS' WORK, AND PRESENT  
POSITION AND PURPOSES.

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*From the Fiftieth Annual Report.*

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THE close of fifty years of the existence of Chauncy-Hall School seems to afford a proper opportunity for a brief statement of its origin, the principles on which it was founded, with their present application, and the work it has tried and still tries to accomplish.

It had been found in the previous experience as a teacher of its energetic and far-sighted founder, the late G. F. THAYER, that there was a demand for an education less limited than was afforded fifty years ago by the Grammar Schools of the city, the Public Latin School, or any private institutions. From their organization, they confined themselves of necessity to a range of studies supposed to be sufficient to fit their scholars, in the narrowest sense, for the common industries of life or for a college examination in the classics and mathematics. A great deal of the knowledge and culture so desirable for the man, the citizen, and the gentleman, was, so far as the schools were concerned, a sealed fountain to the pupils. The chief reason for this state of things was that advantage had not been taken of a very important principle or rule of action, which has been one of the most efficient elements in developing modern civilization and physical well-

being, viz. *Division of Labor*, which, though introduced extensively in the various branches of mechanical industry, and in some degree in Colleges, was but slightly used in schools, either public or private. In the country, a single teacher often had the charge of pupils from five or six years of age to adult manhood or womanhood, requiring, even though the whole number was small, an extreme sub-division of time for the numerous classes thus made necessary, and rendering the instruction extremely hasty and unsatisfactory. The public schools of Boston attempted little more than a division according to ages, the separation of what were called the Writing and Reading Schools, and the maintenance of the Public Latin School for the preparation of those intended for College. The private schools of the day were taught by men of high scholarship, several of whom attained distinction, subsequently, as authors and professional men; but they had very little scope for their abilities or accomplishments in schools founded upon the false principle of everything being done by one man, and being often patronized for that very reason by those having no correct idea of the true economy of labor. Nothing could be more erroneous than trying, through the agency of a single man, however skilful or learned, to give a good general education to the ordinary range of ages, abilities, and wants contained in a single school of however moderate size. The only way in which he could possibly operate to advantage would be upon a single class of the same age and degree of preparation and of similar aims in life; nor could he do this unless he united in himself the unusual combination of a high degree of knowledge in the classics, modern languages, mathematics, sciences, rhetoric, and elocution, with equal skill and ability to teach them, to say nothing of

such accomplishments as penmanship, music and drawing. Such a union of advantages would be extremely rare, nor could such a class be expected to hold together long enough or to be sufficiently profitable to give permanent and adequate support to a competent teacher. In fact, small private schools have almost always been short-lived. Scores of them have been opened and given up within a generation, though often taught by men of eminent talent, who soon realized that there was no satisfactory field for their powers under such circumstances. Mr. Thayer's experience in previous schools, and his natural sagacity, led him to see that the DIVISION OF LABOR IN INSTRUCTION and the DEPARTMENTAL SYSTEM, were necessary to found and build up a permanent school, where a broad and thorough education might be given, and where the teacher might feel that he was using his time and powers to advantage.

To do this required a suitable building in a central position, large enough to hold a sufficient number to try the experiment necessarily costly, and so much in advance of the school architecture and accommodations of the times as to be attractive to those seeking comfort and refinement in connection with instruction. To erect this was a bold step, and required an amount of risk and responsibility not often taken by teachers. Many thought him crazy to incur them. The idea of any but the rudest rooms and furniture for scholars was thought preposterous, and any changes from the systems (or want of systems) in vogue were considered foolish and unnecessary. But Mr. Thayer was a man not easily discouraged. He had the steady courage of a veteran to sustain his natural enthusiasm. His character as a man and his standing as a teacher enabled him to carry his point and establish his new

school in the place and on the basis that he desired; and when, one pleasant spring morning in the year 1828, a merry procession of satchel-bearing boys marched down from the rude building and surroundings of Harvard Hall to the more refined and healthy neighborhood of Chauncy Place, to the carefully planned and commodious Chauncy Hall, it almost marked a step in educational progress; for it proved that the man would be sustained in Boston, who provided comfortable, healthy, and refined school accommodations and a broad and liberal course of training and instruction. When, some years after, came the general revival of education and school architecture under Horace Mann and the American Institute of Instruction, the school was constantly visited by committees to become convinced that school-boys could sit on chairs, that windows could be made to open from the top, that school-rooms could be equably and comfortably warmed, as well as that much more could be done for the mental and moral development of the pupils by a suitable distribution of the labor among able teachers specially skilled in their respective branches.

The school was soon filled to its proposed number, and was organized with Departments of Mathematics, Ancient and Modern Languages, Rhetoric and Elocution, and an English Department including Grammar, Geography, Natural History, and Philosophy; also with a Preparatory Department of young children in training for the Upper School.

Soon after, the school led the way in showing that Vocal Music could be successfully taught to the great majority of scholars, by giving Dr. Lowell Mason his first opportunity in Boston to demonstrate it, and Drawing was also introduced under Mr. Gräeter, an eminent teacher of the day. So much were these

appreciated at the time that members of other schools sometimes asked and obtained the privilege of attending at Chauncy Hall at the appointed hours, and participating in the lessons.

Many excellent men and good teachers have been connected with the school during its life of half a century. It is impossible to speak of them here as they deserve, but it may revive some memories of their youth in the older surviving former members of the school to merely read the names of Durgin, Watson, Grund, Hoyt, Belcher, Pickering, Pelletier, Lanza; and in the Preparatory Department, of Misses Bond, Tilden, and Healey. It would hardly be proper, however, to leave the subject without alluding more particularly to one gentleman long connected with the school, who gave it a very strong impulse in a particular and most desirable direction, and who also did more perhaps for the cause of education in general than any other private teacher — the late Prof. William Russell, who is still remembered with gratitude by many whose youthful tastes he helped to form, some of whom have since attained eminence as writers and public speakers. Those who knew him will confirm the assertion that it would be difficult, if not impossible, to find his peer among our teachers, past or present. In knowledge almost encyclopædic, in taste pure, in manners refined and elegant, in disposition gentle and patient, he did not fail to produce a very strong impression on the school during his connection with it, and to develop tastes and powers much above the usual school level. He inspired a love for elegant literature, and for the proper expression of ideas by voice and pen, in prose and poetry, that marked his pupils at the time, and has remained as one of the prominent characteristics of the school to the present

day. Writers in as different fields as Parkman the historian, Tuckerman the essayist, and Jarves the art critic, received their first impulse toward literature and early training at his hand, while members of Chauncy Hall, and they have never ceased to be grateful to him. Such a man is a power in any position where he teaches; one whose influence cannot be measured by his services while there. They pervade the community and affect future generations.

It was a prominent feature in the plan of the school, as conceived by its founder, to make an opportunity for himself as principal, to influence for good the morals, habits, and manners of his pupils. Having them all before him at the opening hour in the morning, he used the events of the day, or the examples good or bad of school life, as texts for short but pithy and animated remarks on such topics as justice, magnanimity, truth, purity, uprightness, and other virtues, as contrasting with meanness, dishonesty, falsehood, and indecency, which went home to many a heart and conscience, and which are still remembered and bear fruit in the lives of his hearers. The manners and politeness of a gentleman were always insisted on in the daily life and conduct of a school-boy, and an example was always afforded in his own unflinching courtesy.

Punctuality, order, neatness, and the other minor virtues were always enforced as necessary qualifications for the student or man of business.

No royal or easy road to learning was ever promised to the students of any of the branches taught in the school, nor was any system or amount of teaching guaranteed to do away with the limitations of nature which have made some quick and others slow to learn. All who professed to give scholarship on any other conditions than persistent and conscientious labor on

the part of the scholar, were set down as literary impostors and educational quacks ; and all books, holding forth promises that all can master their contents with equal ease by obeying certain directions, were placed in the same category of ignorance or dishonesty. It was always impressed on the scholar that, to learn anything, he must labor in proportion to its value, and by no means confine himself to that which he liked to do, a species of intellectual effeminacy destructive of all mental courage and robustness. Though a private institution, the school was never intended to be a refuge for laziness or imbecility, and if any came to it with that idea, or with the intention of having their own way, they were soon undeceived.

Conducted upon the principles briefly indicated above, the school proved a success. Its numbers varied little and were equal to its accommodations. Several great mercantile crises, when, for a short time, ruin seemed to stare every one in the face, did not affect it ; on the contrary, education seemed to be more appreciated and scholars remained longer at school. Its pupils were in demand in our best counting-houses, and could be found in important mercantile positions all over the world, and its graduates have entered our colleges, annually, since 1834 to the number of about two hundred. Neither the mercantile apprentice nor the young student has been sent out with barely the qualifications that would enable him to take his first step, but with tastes and accomplishments calculated to smooth and adorn any career. Upwards of four thousand scholars have received the influences and instruction of the school, thus affording a strong argument in favor of its principles and system.

After a life of zealous and conscientious labor, the founder of the school passed away, leaving, as his best



monument, his influence upon his pupils. His successors, either trained under the roof and guidance of the school, or bringing new light and experience from other fields, have done their best to keep up its character and carry out its system and principles with such changes and additions as seemed demanded by the wants of the day and the present state of education.

After forty years' sojourn in Chauncy Place and Street, the advancing tide of business made it necessary to seek new quarters; blooming gardens and quiet footpaths having given place to lofty and crowded stores, and to the jar and din of heavy wagons.

The next step was to Essex Street, from which, after five years' stay, the fire of May, 1873, compelled another removal.

After much deliberation, the present site in Boylston Street was thought to combine the most advantages; and by the kind interest of old pupils and new school friends, a corporation was formed and a school-house erected far surpassing either of its predecessors in size, beauty of finish, adaptation to the system of the school, and appliances for the health and comfort of the pupils. The neighborhood is open, light, and airy, with ample room for play, and ornamented by public institutions of an instructive and refining character.

As the original Chauncy Hall was intended to combine all that was known or could be contrived for the health and comfort of its occupants, and took a long step in advance of the school-houses of its day, so every effort was made to make the present school-house an advance upon the structures of the present time, in many of which the laws of Hygiene are greatly neglected.

Such ill success has attended the attempts to ventilate most of our public buildings that it has been almost doubted whether ventilation is a possible thing. The

question has been solved, however, by the expenditure of sufficient money at the right stage of building, to construct proper apparatus, and by the constant expenditure of both money and trouble to keep it in full, working order. A visit to some of the rooms of the building, after several hours' occupancy, will be more convincing on this head than pages of description, and all interested in the subject are invited to put the ventilation to this test.

The Heating Apparatus, also, does its work perfectly, giving an equable and full supply of moderately heated and pure fresh air in all parts of the building, and at all times of day. One secret of the success of these two very important parts of the school apparatus, is a sufficient outlay both of money and personal trouble. Without these, there never can be comfortable heating or efficient ventilation.

It remains to consider where the school now stands ; how much of its original system and principles it is prepared to hold fast if it should last another fifty years ; what additions it has made to its course of studies ; what changes in its discipline or modes of conducting its exercises ; what are some of its present advantages.

The advantages of the DIVISION OF LABOR in Instruction and of the DEPARTMENTAL SYSTEM are most emphatically reaffirmed. Without them the school could not exist and do its present work.

No easier road to thorough knowledge on any subject has been discovered than through persistent and careful labor. The number of heaven-born geniuses who can dispense with this is so few that they need enter into no teacher's plans or calculations. The teachers will do their utmost towards opening and smoothing the paths to learning, but the scholars must apply their

own powers to advancing upon them and conquering the difficulties for themselves.

The school has twice as many teachers as at first, and two additional departments, viz.—The KINDERGARTEN and the MILITARY.

An excellent GYMNASIUM is attached to the Drill Hall, open to members of the Upper Departments.

The Classical and Mathematical courses have been considerably extended, so as to cover the requisitions of our highest colleges and scientific schools. Instruction in the Metric System forms a part of the Mathematical course, and the importance of its general use is impressed upon the pupils.

#### CHEMISTRY

Is now taught by an experienced teacher more elaborately than it could be formerly, as there is a Laboratory in the school-house fitted with every convenience for experiment and analysis by the class pursuing that study.

#### THE LITERARY AND RHETORICAL DEPARTMENT

Has been greatly enlarged in its scope and practice. The reading of books that have any pretensions to be called literature, is less likely now to be one of the habits of the young than was the case a generation or two ago. Then they often had recourse to the family or some other library when they needed recreation, and in this way, a taste for useful reading was often formed; now, books for the young, usually of a merely sensational or catchpenny nature, if nothing worse, receive the child ere he leaves the nursery and stand in the way of his ever reaching up to manlier and better things. As

some remedy for this state of things, instead of the usual "Readers," The Poems of Scott, The Sketch-Book of Irving, and portions of the works of Shakespeare, Longfellow, and Tennyson, have been used as reading books for the upper classes, and subjected to careful study and analysis. In addition to this, the school has taken some oversight and direction of the home reading of its pupils, so far, at least, as to make it necessary for them to read *some* books of a refined and useful description.

The lowest class has selections from the Iliad and Odyssey read to them, with explanations and subsequent questionings by their teacher. They take much interest in the subject and get much useful information in regard to mythology and ancient history. They are encouraged to write out the story, and often do this with much spirit and accuracy, showing that they pay close attention. Every three weeks, the higher classes have their attention directed to some suitable book, and are required to present a written abstract of its story or contents. In this way the young student, during his last four years at school, will be led to peruse the Lives of Washington, Franklin, and two other distinguished persons; two novels each of Scott and Dickens, and one of Thackeray; the Iliad; the Æneid; two volumes of travels; Pilgrim's Progress; the Roger de Coverly papers; two volumes of Prescott's or Parkman's Histories; selections from Gibbon and Motley; Longfellow's Golden Legend and Hiawatha; one of Cooper's novels; two of Macaulay's Essays and the first volume of his History of England; one epistle each of Pope's Essay and Cowper's task; two volumes of Irving; selections from Burns, Bryant, Whittier, Tennyson, Goldsmith, and Morris; one canto of Childe Harold; three of Chaucer's Canterbury Tales; two cantos of

the Faery Queen ; one of Thompson's Seasons ; selections from Burke and Webster. Where one volume of a work is given, or only part of one, it is in the hope, that, among the authors to whom the student is thus introduced, some may succeed in retaining his attention through the entire volume or work.

Oral instruction in French has been added to the exercises of the Primary Department, giving the children an easy introduction to the language, and especially to its pronunciation, without the difficulty and liability to misconception that attends the commencement from books.

Since the establishment of the school in Boylston Street, SPECIAL STUDENTS have been admitted, and allowed to participate in the lessons of such classes as they chose and were fit for, being responsible to the school only for punctuality at class hours. This privilege has been found useful to quite a number who, for various reasons, could not take the full school course, and has sometimes enabled those engaged in other occupations to continue their studies in some chosen branch or branches, and perhaps prepare for professional pursuits. A reference to the list of Special Students, p. 20, will show how many branches of study have been pursued in this way. It is not recommended, however, unless sufficient maturity and steadiness of habits and some special reason exist.

#### EDUCATION OF GIRLS.

Within the last ten years, at the request of parents who wished their daughters to receive the same regular, systematic, and thorough education as their sons, and to be subject to the rules and discipline of a large school, girls have been admitted to the classes both of the Primary and Upper Departments, and as Special

Students.\* As a body they have shown themselves fully equal to the work, and in regularity of attendance and performance of duty have fully equalled the boys. Among them have been some excellent Classical, Mathematical, and Belles-Lettres Scholars, of whom seven have entered Colleges, whence two have already graduated with distinction.

#### SUMMARY.

Enough has probably been said to show that, while the school has not at all abated its original claims to give a manly and thorough education, to maintain a high standard of manners and discipline, and to have regard to the mental, moral, and physical well-being of its members, it has made an advance in the means and modes of effecting these objects, corresponding to its age and to the present state of education, some of which may be briefly mentioned.

It occupies a building, all of whose arrangements are more highly conducive to the comfort, health, and physical well-being of the pupils than it was *possible* to have fifty years since.

It has a much larger corps of teachers in proportion to its numbers, making it possible to carry out more thoroughly the Division of Labor in Instruction, so as to make the course extend from the most tender years to adult age.

It is able from the same reason to afford that special assistance to pupils who need it, which is erroneously supposed to be more easily given in small schools, but which is really one of the advantages of the same Division of Labor. This is now done in a regular manner and according to special rules. (See p. 47.)

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\* The study-room for those in the Upper Department is reached by one flight of stairs, and has sunshine nearly all day.

It has introduced modes of teaching, books, and apparatus formerly unknown, but resulting from the general development of education in which all its teachers are interested and have participated according to their age and opportunity.

In closing, let us say that our endeavor will be as always to hold fast all that time has proved to be good in the system of the school, to add to it all that approves itself to our judgment as really advantageous, and to do all that in us lies for the true good and improvement of our pupils.

SKETCHES OF THE WORK OF THE SCHOOL,  
AND OF ITS  
GENERAL MANAGEMENT.

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VISITORS

ARE welcomed at any hour, provided they will remain through the recitation ; but those who wish merely to examine the building are requested to call only at 8.30, 12, or 2.30 to 3.30.

ORDER OF EXERCISES.

Soon after the opening of the school year, a printed Order of Exercises, telling, to a minute, the times of recitations, recesses, &c., is sent to each family, for the use of the parents, not only that they may know what lessons should be studied on each evening, and when to visit the school to hear particular recitations, but also, that they may not ask to have the children dismissed early on days when recitation comes during the last hour, and may avoid recitation time, when they are obliged to call on their children during school hours merely on business. (See first regulation on p. 66.)

CLASSICAL COURSE.

Out of over two hundred candidates presented for College only one has ever been rejected, and a large proportion have entered without conditions. Last year, students were prepared for and entered at Harvard, Amherst, Brown, and Vassar, the majority without conditions. One at Harvard had "honors" in mathematics, and one at Amherst took the prize of sixty dollars for being the best prepared applicant for admission to the College for the year.



During the past three years, a great change has been made in the method of teaching both Latin and Greek. In addition to a certain fixed amount of regular work each day, *reading at sight* has been introduced with the most satisfactory results. By this method, the pupil is made more self-reliant, his interest is aroused, and his ingenuity taxed. He finds the recitation a source of pleasure, and devoid of the irksomeness which too often accompanied the old method.

*From Report for 1873.*

#### INSTITUTE OF TECHNOLOGY.

The regular course of English study in the school, if carried through the first class, prepares boys for the Institute of Technology, if the advantages afforded them are duly appreciated and improved. It is an erroneous idea that nothing but mathematics is required for entrance there, and that all other studies may be laid aside in the preparation.

Classes have been sent to the Institute annually for many years. Chauncy-Hall candidates are very rarely conditioned; and their standing in the Institute can be ascertained by applying to the President.

#### HABITS AND MANNERS.

Literary culture is not the sole object of Chauncy-Hall School. Its instruction and discipline aim to aid in developing the moral principles, improving the manners, and forming the habits of its pupils. The principles of honor and truth are appealed to as the great regulators of conduct, and every one is trusted as long as he is found worthy.

The important habits of punctuality, regularity, and precision, are cultivated by the arrangements and re-

quisitions of the school. Every day has its fixed and certain exercises, which recur with unfailing regularity, and it soon gets to be understood by pupils, whatever may have been their previous habits, that an appointed day and hour mean exactly what their names strictly imply, and not the next day and hour, or some apparently more convenient season. School is opened and closed, classes go and come, lessons are set and recited, compositions and written exercises are required and demanded, engagements are made and attended to, with a regularity that is found to be practically unfailing. This system appeals to the instinct of order that exists in every human being, and helps to develop it to the degree necessary to resist the temptations and obstacles that are often allowed to smother it, and to give the possessor that pleasure that always accompanies the prompt and regular performance of every duty.

So, too, of various matters in which exactness and precision are elements, and which go to make up those business habits upon which much may depend to the individual and his friends. All written copies and exercises are expected to be correctly dated, all compositions, &c., to be properly folded and superscribed, all weekly reports to be duly carried home, and brought back with the parent's signature; in fact, all the *business* of the schoolboy must be properly and correctly despatched. The boy is thus educated in *business habits*, a thing of more importance to his future success and the comfort of his employers and associates than any one accomplishment, or branch of learning. It is this that fits our boys so well for places in mercantile establishments after passing through the school, and which makes those merchants and employers who have had one of them, usually apply for others.

## LECTURES ON PHYSIOLOGY AND HYGIENE

Have been given twice a week from February to June. The subjects have been presented in simple language, free from technicalities, and with all necessary means of illustration, and have excited much interest among the pupils. No book has been used nor study required, but questions are asked on the previous lectures. In this way, without imposing additional labor on the pupils, an opportunity has been given them to acquire knowledge on the very important subjects of the structure of their own bodies and the application of this knowledge to maintaining them in health and safety.

Several of the lectures were directions what to do in case of accidents, particularly such as are liable to happen to boys when away from home in vacation.

## NATURAL HISTORY, BOTANY, AND MINERALOGY.

Weekly exercises in Natural History are held with the Fifth and Sixth Classes. The work consists of drawing from the objects, the study of the structure and the habits of animals, and the method of collecting and preserving specimens; *the lessons are taken from the objects themselves*, a large microscope being in constant use. The pupils are enthusiastic in the work, many of them having begun collections under the direction of the teacher of the department.

Botany is pursued regularly, beginning in the Primary Department and continuing in the Fourth and First Classes of the Upper Department. In the first part of the course, the exercises are general in character, varying with the season, the pupils supplying, to a large extent, the specimens used. With the First Class, the work is more in detail, a considerable portion of the

time being spent in the analysis and classification of the plants of this locality.

**MINERALOGY.**—The study of minerals is taken up by the Fourth Class, during the winter months.

This study consists in naming minerals at sight, in finding their characteristic marks, the places where they are found, and their uses.

Any contributions of ores from our friends will be of special value at the present time.

#### THE MILITARY DRILL

Affords excellent though not violent exercise, and is a good school of attention and obedience. It is conducted with the design of giving to all boys who remain three years in the Battalion, an opportunity of learning so much of the duties of a soldier as is comprised in an acquaintance with battalion drill.

Privates of not less than a year's service, and whose proficiency in the manual of arms and whose steadiness while on duty make them eligible, are appointed to be sergeants.

All the sergeants, except those appointed within three months, are allowed to present themselves for written examination, when there are vacancies to be filled among the commissioned officers, and those most competent to fill the places are selected. In this way, a practical acquaintance with the duties of the lower grades and a reasonable amount of theoretical knowledge are ensured in the case of each sergeant promoted, and the result has been found very beneficial in causing prompt and accurate execution of the military work. Whenever a position becomes vacant, there is some one, already partially trained, ready to fill it at once, and in this way much more can be accomplished than when it is necessary to instruct the entire body of officers afresh at the beginning of each year.

The same disregard of seniority, which is shown in the promotion of sergeants, extends to the commissioned officers, who rise in rank through their knowledge of the drill, their attention to duty, and their power of command.

Scholarship has nothing to do with the military promotions; but manners and habits are important elements in deciding the position which an officer shall take.

#### MILITARY DRILL IN SCHOOL.

“The value of such training must be apparent at a glance. It trims away the awkwardness of youth, teaches the restless to stand still and keep their hands in the right place; cultivates the love of order and system, and makes even stern discipline attractive. Fortunate is the boy who early learns such lessons, upon which depends so much of the happiness, usefulness, and success of after life. The physical value of the drill is, also, a matter not to be overlooked. There is not one of these school soldiers who will not walk more erectly, hold his shoulders squarer and breathe better for his drill exercises, thus warding off or counteracting many of the unhealthful practices liable to grow upon them with advancing years.”—*Boston Journal*.

#### ASSISTANCE ON DIFFICULT POINTS.

The explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.

But there are members of every class, who, either from uncommon slowness of thought or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. They can usually have further aid during school hours; but if they really wish to learn, or if their parents give heed to the careful reports sent home every week, they remain after school to avail themselves of the opportunities for assistance which are afforded every afternoon. Most of the teachers are at their posts until after three o'clock, several of them until four, and it is very interesting on some afternoons to go through the rooms and see the different kinds of aid that are given.

One pupil is getting an explanation in Natural Philosophy ; another is gaining a clearer idea of the Subjunctive in Latin, or of a Conditional Sentence in Greek ; the Book-keeper finds why his trial balance is wrong ; here a poor reader is learning to become a good one, or the one already good is striving for excellence ; in Composition, the young boy is taught how to begin, and the advanced pupil is shown how to unfold his subject ; the boy ambitious for a part in the next winter's exhibition is rehearsing his monthly declamation, and the student in modern languages is learning the best rendering of some troublesome idiom ; but the largest number of workers is usually found in the Mathematical Department, solving the next day's problem in Geometry, Arithmetic, or Algebra. But we are sorry to say that only a minority of the pupils avail themselves of the advantages so abundantly provided. There are boys in school who sadly need help, but who never come for it ; and we have been told repeatedly, by parents who had sent children here for years, that nothing had ever been mentioned at home about these afternoon arrangements.

#### CLASS RANK.

Under the regulations about medals, on page 70, it will be seen that care is taken not to excite improper emulation. For the same reason, no use is made of class rank. There is no need of placing daily before the backward members of the class the disagreeable fact that they can never accomplish what is easily done by some very ready scholar ; nor is it for the physical or mental health of the half-dozen brightest scholars for them to strive with each other which shall be Number One. In such cases study is apt to degenerate into worry. The true method is to demand,

from each individual, work sufficiently hard to develop both mind and body; and at the same time so to arrange the order of lessons, that the different studies may relieve each other.

#### WEEKLY REPORTS.

Objections are sometimes made, now-a-days, to all systems of marking or examinations; but we have the old-fashioned idea that parents have a right to know, as nearly as possible, how their children are doing at school. Therefore, the account from Chauncy Hall is not an aggregate of a month's work, which leaves the parents in doubt when or where a falling off occurs; but every week, a record is sent home of each separate lesson and each examination of the previous week.

These reports are prepared with much labor, receive our regular oversight and frequent comment, and are our chief means of communication with parents. It is not claimed that every mark is precisely right. An idle but quick-witted pupil may get a higher mark than he deserves, while a classmate who has made faithful preparation may be confused in recitation and not do himself justice. But the average of a week's marks gives very accurately the results of study or negligence. Inability to learn readily to spell or write, to cipher or compose, or neglect to use the ability, may be read in low or very moderate marks under those heads; the parent can decide, from his knowledge of home habits, under which head to place the poor result. A series of unsatisfactory marks in deportment shows a neglect of the necessary rules of the school, and calls for warning and advice. The reports speak more plainly and regularly than we can, and often tell truths that it might be unpleasant for us to tell. If the general drift and tendency of their com-

munications are noticed, and home habits of study are taken into consideration, it will not be difficult to mete out appropriate comment or advice; but if a boy finds that his parents give little attention to his reports, he will soon learn to be remiss in his own duties.

But, as a report is made entirely for the information of the parents, we shall be glad to save the trouble and expense of making it, whenever the parents of any student call here and tell us that they wish it to be discontinued.

#### WRITTEN EXAMINATIONS,

Both occasional and quarterly, have been for some years a regular feature of the school. They give a completeness not only to the knowledge which the teacher has of the scholar's acquirements, but also of the scholar's knowledge of himself. They determine largely his fitness for promotion at the end of the year. When promotion depended merely upon the fact that the scholar had remained in a class for a year, one proper stimulus was wanting, and no certain measure of ability or acquisition was afforded. For a teacher to rely entirely upon his own judgment in selecting individuals as capable of advancement in class rank, was both difficult and disagreeable, as errors might be made and personal motives might be suspected. As a consequence, under that mode of selection, individuals would often be retained in classes whose studies they were incapable of mastering, and would be dragged along as so much dead weight, gaining no benefit themselves and hindering the advancement of others. To keep any one in such a position is a false kindness, and destructive of all solid scholarship or real advancement. Such tests, when suited to the average intellect and progress, and judiciously applied, tell the scholar himself, as well



as his friends, exactly where he stands; and, with common good sense, he will quietly acquiesce in their revelations and take a lower place, or will make a degree of effort, that, at a subsequent examination, will enable him to gain the percentage required for promotion with his class.

The results of the examinations are indicated in *red ink* from time to time on the weekly reports. The examination marks afford the real criterion of a pupil's success, as the daily marks for lessons may be affected by injudicious assistance and other reasons. Necessary as examinations are to the thoroughness of any school, they are apt to be attended by two evils: a striving for class-rank, and a strain upon mind and body from too many hours of examination in one day. But Chauncy Hall has no class-rank, and care is taken about hours.

#### ABSENCE FROM EXAMINATIONS.

*From Report for 1873.*—Beside the minor examinations, thorough ones are held four times a year to determine to what class each member of the school shall be assigned. When an examination will interfere with another exercise to which the student is due, public notice of the examination is given three days in advance, to enable the student to carry out the regulation mentioned on page 66; and no excuse but illness is accepted for absence. No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. The same set can never be used twice. It is a severe tax on the teachers to hold a special examination for the pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the appointed day for *any other reason*, he will be con-

sidered as having entirely failed in that particular study, and will be classed accordingly. If his parents wish him to have an extra examination, they will send a written request to the teacher of that study, enclosing a fee of two dollars.

The principals of the school will neither make charge nor receive pay for such examinations; but if such a request is brought by a member of their own classes they will see that the request and the fee are delivered to a competent teacher.

We hope there will be no absence of this kind during the coming year; but if there is, the rule will be strictly enforced, when the absence reduces the average per cent. below what is required, *either to go into a lower class or to settle the matter in the manner mentioned.*

The slight fee is not more than half the remuneration which such work should receive.

Of course this does not apply to those scholars mentioned on page 16, who are doing only partial work, and who are understood to be members of the class for two years.

#### CARELESS CHILDREN.

Boys sometimes enter the school, who, for various reasons, such as a naturally careless disposition, or want of previous training, cannot, even with the best intentions, undertake at once or even for a year, the full work of the average scholar, and fall into regular and careful habits. If too much is required of them at first, they are apt to become irritable and discouraged. Such boys can, usually, be eventually led into good habits if, for a year or two, less than the average work is exacted of them, while what they are required to do is rigorously insisted upon. They gradually find that

they can do something as well as other boys, and are encouraged to persevere and do more. A boy of this description can often obtain a good education by remaining at school a year or two longer than the usual time, and will be able to begin a business life with a good knowledge of some things and a general improvement in habits which will be of incalculable advantage.

For such boys the course is recommended which is described on page 16.

#### HEALTH.

Reference has already been made to the fact that the full course of study is a positive benefit to most pupils in regard to their bodily health, and that there is a reduced course sufficiently flexible in its requirements to be adapted to delicate students of any age. See pages 16, 17.

We have also mentioned that there is no class-rank to cause feverishness and worry; and that prizes can be won by examinations, so as to give a fair chance to pupils who are absent occasionally on account of illness.

**EYESIGHT AND POSITION.**—The furniture was made on a new pattern expressly for our use, under the approval of several very eminent physicians. It is believed to be free from any tendency to cause the spinal troubles, the foundation of which is so often laid in school; and the desk is so arranged that the slant can be instantly changed from the proper angle for writing to one suitable for reading. In all the rooms the light comes from the left during study hours; and the walls are tinted so as to prevent glare.

When there is any peculiarity about the eye requiring special care, it is well to bring written directions from an oculist.

SUNSHINE.—In most school-houses in town, some classes remain for several successive months in rooms where no sunshine can enter; but our classes are so arranged that every pupil spends part of every day in a sunshiny room.

This change of rooms is also valuable in affording exercise and change of position. There are many children so constituted that both mind and eye are refreshed by being in several rooms in the course of a day and reciting to different teachers.

We suppose that our long experience may be worth something in considering the questions of

SCHOOL HOURS AND OUT-OF-SCHOOL STUDY.—Thirty years ago school sessions occupied from thirty to thirty-three hours a week. All of our schoolfellows who were looking for anything more than a very narrow education studied from two to three hours a day out of school. Vacations were short, five or six weeks a year. Now the sessions at Chauncy Hall are twenty-seven and a half hours a week, of which two and a quarter hours are spent in Military Drill; the recesses have not been shortened; and the vacations have increased to ten or twelve weeks. We have watched the career of many hundred boys, and we find as a rule that the hard workers become healthy men whether their attention is turned to letters or business.

European boys are often mentioned as enjoying better health than Americans; but in the schools of France, Switzerland, and Germany, the study hours are longer than here; while the vacations are short, and long lessons are assigned for vacation study. But a European boy is not allowed to be out two or three times a week till midnight at parties or the theatre. Parents need have no fear in regard to the bad results

of study in itself, if they will keep us informed of the appearance of their children at home. A few boys, having peculiarities that were not at first reported to us, have tried to do too much work, but fortunately their idiosyncrasies were discovered before any serious damage ensued.

A few cases of downright injury have occurred where *parents have paid no attention to our earnest warning* that they are pressing their children too fast; but the majority of healthy boys are less likely to suffer from over-study than from bad habits brought on by indolence.

#### LUNCHEONS

Demand much more careful attention than they receive from some families.

The large majority of pupils bring the very best of all luncheons, that which is put up at home under their mothers' supervision; others have a good early dinner at the Restaurant of the Institute of Technology; but the number who have nothing, or pastry that is worse than nothing, through the session of five and a half hours, is sufficiently large to cause grave anxiety.

It is of little use for us to reduce after-school detentions to the lowest point consistent with discipline and thoroughness as mentioned on page 67, and to arrange for varied lessons, frequent change of position, softened light, proper attitude, even temperature, and pure air, if health is constantly undermined by inattention to food.

Any pupil, who finds some day that the time assigned for lunch is all occupied by extra recitations, must immediately report the case, and arrangements will at once be made for him.

## EXHIBITIONS.

Great care is taken to avoid the objections often justly made against school exhibitions.

Nothing is obligatory on any pupil except to be present in his assigned seat as he would be on any other school day. During preparation, the regular work is not changed, except sometimes in reading, for those pupils who are preparing to read at Exhibition. Duty first, pleasure afterwards. The exercises are so varied that it is very easy for any steady, industrious pupil to obtain some part, and it is a very enjoyable occasion for the scholars.

Of course, on Exhibition day and on the previous day, when the general rehearsal takes place, there are no recitations; but education does not entirely consist in reciting lessons or hearing lectures. The exercises on those days have their own value, in inculcating good manners, perfect order, promptness, and self-reliance.

For several years it has been necessary to charge an admission fee, in order to lessen the crowd that formerly made the Exhibition so uncomfortable.

The receipts from this source, to the amount of fifteen hundred dollars, have been devoted to the foundation of a scholarship at Harvard College.

The music, as is customary in all other schools, is furnished by the pupils.

The system of prizes is fully described on pp. 70-72.

## KINDERGARTEN.

Little children have always been received in the Primary Department at the age when they were able to begin to learn to read; but in September, 1874, for very young children of both sexes, a Kindergarten was

opened from which, in due course, the pupils are promoted to higher Departments. This new Department begins that harmonious development of opening minds on which so much of the success of subsequent education depends. It takes the child when three or four years old and cultivates its faculties in the order of nature; first, by presenting to its perceptive powers appropriate objects and teaching it to observe and discriminate their color, size, proportion, weight, &c.; going on from this, to reason about them and their qualities, and to receive the lessons which a cultivated ingenuity can draw from them; by having even the child's plays so arranged as to further the same objects, and finally by causing it to receive lessons in the elements of morality, in good manners, and the proper use of language from a gentle and cultivated teacher, instead of the first lessons of a very different description which are often learned in the nursery. The amount that may be learned in this way from a proper teacher, before the child can read a letter and prior to what has usually been considered the school age, would surprise one who has paid little attention to the subject. It is not, of course, book knowledge, but a general arousing of the intellectual and moral powers and directing them to their appropriate objects. The advantage gained by children from this system is very perceptible when they begin the usual course in the primary school, as they profit by the instruction given much more promptly and easily than children who have had no previous training of the sort, while their general happiness has been very much promoted in the process. Some discredit has been thrown on the Kindergarten system, by using the name for schools or collections of children who were not taught upon true principles, or upon any principles except to please them for the time

being. Play, in some form, occupied most of the time in such schools, and all that their pupils carried to higher schools was a general restlessness and want of discipline. Fortunately, however, the system has able and zealous exponents in this country, who are training competent teachers to supply the demand for schools of this sort. To fill the position successfully requires a high order of ability, much general knowledge and culture, and refined and gentle manners.

The pupils of this department enter the building by the door for young ladies, and occupy a sunny room warmed in part by an open fire.

It is limited to a small number.

A mother sometimes hesitates about sending her little one, from want of understanding the difference between a Kindergarten and a School. In such cases, if there is a vacancy, the child may try the Kindergarten as an experiment, and, if it is not successful, may be withdrawn on the payment of three dollars a week. The room is always open to visitors.

#### THE ADVANCED KINDERGARTEN.

The past year a new departure was taken in carrying those who had been in the Kindergarten for some time, and who were sufficiently far advanced, further into their Kindergarten occupations, and also in teaching them Reading, Writing, Geography, and French, in addition.

They were a bright class of seventeen, mostly those who had been trained in the Kindergarten for two or three years previously, with minds made more receptive by the opportunities and advantages of Frœbel's system.

In going on with their more important Kindergarten occupations, they get a relaxation from the purely



mental exertion, and for little children to whom this kind of exertion is new, this is a harmonious and essential point. Again, in these days when much stress is laid on the importance of developing the use of the hand for practical or artistic purposes, it may be said that in the plastic and other occupations of the Kindergarten system this faculty is cultivated to the greatest extent possible. The design and workmanship of specimens of the work of the advanced class bear ample testimony to the skill and dexterity they have acquired.

The Geography has been taught entirely from objects, and the results have been very satisfactory, as indeed has the year's work in all particulars.

It is proposed to carry this class on, for another year, advancing according to this same method, and adding another branch for those who are able to go on ; lessons in modelling in clay, by an accomplished teacher of this specialty.

We have thus proved how successfully the spirit of the Kindergarten can be carried into the school, and how natural and harmonious is its connection with the school.

CUSHING & LADD.

## A FEW LAST WORDS

FROM THE SENIOR PRINCIPAL.

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As my connection with Chauncy-Hall School, extending over half a century, is soon to close, I take advantage of the opportunity offered me in the pages of the Annual Catalogue to say a few farewell words to its friends and pupils. Having seen two generations of scholars grow up under my eye, having had the pleasure of taking part in conducting the education of many whose fathers I had taught in earlier years, and having noticed their subsequent progress and the positions that they attained in business and in society, perhaps I may fairly be allowed to express an opinion upon what is done for pupils in the school and the modes of doing it.

In the Annual Report of last year I gave from my personal experience and recollections a pretty full account of the causes which led to the founding of the school, of its system and principles, and of its present position and purposes; it does not seem worth while therefore to allude to these except in the briefest manner. Planting itself upon what elements of good teaching existed in the best schools in the earlier part of the present century, it has added to them whatever improvements in principles and practice approved themselves to its teachers, who have always been careful observers of all that has been done in the cause of education and taken an active part in the various movements for its advancement. It was not necessary to make a radical

destruction of the methods of the day in order to found a new school. That has been tried among us in various instances, but never with any permanent success. The surer and wiser system of taking what was good as a foundation, and gradually enlarging and building upon it, has been pursued. It is a mistake to suppose, as seems sometimes to be assumed, that there were no good teachers nor thorough work in the schools of fifty years since. Very able men were engaged in them, who, with the small appliances and means at their command, wrought wonders, and in some respects we have hardly improved on them.

The great advantage that Chauncy Hall has enjoyed from the beginning was the introduction, as one of its corner stones, of The Division of Labor in Instruction, which, with a sufficient number of scholars, allows each teacher to give his whole mind to the work for which he is best fitted, unembarrassed by the numerous petty details of discipline and management. Under this system satisfactory instruction has been given to *thousands* of pupils, imparting a more systematic, minute and thorough education than could possibly be given without it, and enabling them to take honorable places in the ranks of business and professional life. Fortunately, too, the founder of the School was one who believed in small things as well as great in education ; in precision, accuracy, and finish, even in what are sometimes considered the humbler branches of Reading, Writing, and Spelling, as well as in Mathematics, Languages, &c., and I can still see traces of his careful and conscientious work in our community.

Having found this system good, it has been elaborated at Chauncy Hall. More departments now exist than at first, the teachers are well trained and enthusiastic in their work, and I know that it is their determina-

tion not to lower, in any point, the high standard that has been gradually set up, but, when time and opportunity is allowed them, to give a careful and finished education. No amount of skill and enthusiasm, however, on the part of the teachers alone will produce the full result aimed at—a good education. Parents must coöperate and pupils must give their best efforts. Without these elements the goodness of teaching and the opportunities of school avail little. The duties and engagements of the pupil while under instruction must be looked upon as of paramount importance, taking precedence of the claims of pleasure, fashion or society. Only the most important and serious affairs should be allowed to interrupt the even tenor of school work. Unless the parent shows the respect for it that he does for his own business, it will be considered a subordinate affair by the child; unless a reasonable interest is taken in his progress at school, he will hardly exert himself to make any. Very much time is now assigned by the customs of the day to leisure, change, and recreation in the form of vacations. I have seen the yearly amount of them *doubled*, even *tripled*, since the commencement of my teaching—and the *daily* work made much shorter. What can be expected if the short school-year remaining is spent in a languid manner and subject to frequent interruptions? As the result of experience and observation and the best light to be obtained, I can assure parents that there is no danger to be apprehended from intellectual labor properly proportioned to age. Very few scholars are injured by their studies, and it is easy for one conversant with their habits to see many other causes more efficient than study in producing occasional invalidism. I am happy to say that a good working spirit now prevails in the school. Many are aiming at the goal of good scholarship, and see that, in the

main, they must reach it by their own exertions ; that their teachers can direct and aid them, but that they themselves must do the work. With this spirit of self-help almost anything may be accomplished ; without it, very little.

The inculcation of the greater and the smaller morals and the formation of character and habits have always held a high place in the objects aimed at by the school. To impress upon the young mind the qualities going to make up the character of a Christian and gentleman, has been considered a most legitimate part of its work. This has been accomplished not by formal lessons, but by improving opportunities as they rose ; by words in season, showing that school-boy life even, gives room for the practice of truth, honor, magnanimity, generosity and all the high qualities that we admire in the hero or the patriot ; by commenting on events as they occurred, illustrating these qualities or their opposites ; and by reposing trust in good character as it is developed and understood, and assuming that such trust will not be betrayed. The moral standard of the school was early set high and has never been lowered ; and what is of almost equal importance, the *traditions* of the school, the unwritten code that is handed down from day to day and from class to class, have been largely in accordance with this standard. As an instance of this, the treatment of strangers and new classes may be mentioned ; instead of having to run the gauntlet of persecution, as is only too common in educational institutions, they are received with cordiality and kindness, and older members vie with each other in inducting them gently and kindly into the ways and customs of the school. Among the *traditions* of Chauncy Hall, too, has always been the keeping up the forms of good breeding and po-

liteness, now, alas, considered in some quarters rather old-fashioned and obsolete. They were highly valued and always practised by its founder, and carefully taught and insisted upon when necessary; and, having started right, example has handed them down from year to year, so that the observances of the school remain almost unchanged and often excite the notice and favorable comment of visitors and strangers.

This carefully devised system of instruction, the order, regularity and fullness of the teaching, the watchful and earnest formation of character and habits, have not been fruitless of results. The graduates of the school can be found in all parts of the world, and usually in positions of respectability, honor, and profit; they allude to their school days with pleasure and gratitude for what was done for them, as being the cornerstone of their success in life; they meet their old teachers with those feelings of kindness and respect that make the relation so agreeable and satisfactory to both parties.

In calling up in imagination the rows of youthful faces that have occupied the seats in our school-houses, for so many successive years, and tracing the subsequent career of those who have been spared to reach manhood and maturity, I find that the hopeful feelings with which I viewed even their faults were not altogether unfounded. The good element in their characters, with what was done to improve them, has usually prevailed over their juvenile weaknesses and errors, and I offer this as an encouragement to hopeful and unfaltering efforts for the improvement and reclamation of the most perverse and reckless. The great majority will carry away what they need to become useful and successful in life, and reward the pains taken with the education of their earlier years.

Having commenced my apprenticeship to the work and business of instruction under the guidance and direction of the able and successful founder of Chauncy-Hall School in 1829, I feel admonished by the date of the present year that it is a suitable time for me to leave the work that I have done so long, before it becomes a burden too heavy for me to bear. My health is still as perfect as it has always been during the whole of my connection with the School, my natural strength is but little abated, and my interest in the young and their improvement is by no means lessened; and did not other reasons unite with my length of service, I could hardly persuade myself to relinquish my connection with an institution with which I have so long been identified and around which my heart-strings are so strongly twined. But it is better to go voluntarily, while I have still some capacity to enjoy and perhaps be useful, than to “lag superfluous” or be *driven* to give up by age or infirmities that I must expect in the order of nature. I have passed an eminently happy life thus far in connection with the School, and do not wish the recollection of it to be alloyed by any disagreeable feelings of compulsion in leaving it. I do this at the present time with the more satisfaction, that I can leave it in the hands of one who has been my partner for nearly twenty years, and who is, together with his associates, fully imbued with its system, spirit, and traditions, and able and fully determined to carry it to the highest possible point of excellence and usefulness.

May I ask of parents to transfer to them the confidence, support, and kindness which I thankfully acknowledge to have received; and of pupils, to give them the obedience, respect, and regard which have helped to make my life so happy.

T. CUSHING.

## REGULATIONS, ETC.

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NO REQUEST FOR DISMISSAL WILL BE GRANTED THAT INVOLVES THE OMISSION OF A RECITATION, *unless the request is accompanied by a written statement that the parent is aware of the loss of a lesson.* See p. 42.

VISITORS.—Parents and guardians are the only persons for whom a student is allowed to leave a recitation; but messages brought by an authorized person will be delivered to the student by the Principals.

EXAMINATIONS.—When an examination interferes with another exercise, the pupil must make arrangements with the teacher in such exercise at least one day in advance, so that he can be present during the whole of the examination. See page 51.

REPORTS of studies, conduct, &c., are furnished weekly (in the Primary Department monthly), *to be returned, endorsed by the parent or guardian, on the day after they are given to the pupil.*

ABSENCE.—*Previous* written or personal notice of necessary absence is respectfully requested, and a note of excuse is required at its close.

WITHDRAWAL.—When a pupil is withdrawn from school either temporarily or permanently, a WRITTEN statement to that effect, from the parent or guardian, should be sent.

SINGING.—Attention to Vocal Music in some form is obligatory. Change of voice and disease of the throat can be explained by the pupil without a note from home.

HOURS.—Five hours of school time are required daily, in the Upper Department, exclusive of recess, except on Saturdays. The Primary Department has half an hour less; also the Sixth class in the Upper Department on three days in the week. The exercises begin at 8.45 o'clock. The School-house is open from 8 to 3½ o'clock, and often to a later hour. Special cases must be met by special arrangements.



AFTERNOON ASSISTANCE.—Pupils who need assistance in the afternoon can generally obtain permission to leave an hour early at noon on days when they have no recitation between one and two o'clock. This privilege enables them to get exercise and dinner, and to return in good condition for the special work without any real lengthening of study hours; but it will be at once revoked in regard to any pupil who varies from the condition on which it is granted. See page 47.

MILITARY DRILL.—Special explanation is desired from parents in case of conscientious scruples against bearing arms, or in case of any *permanent* trouble or weakness, rendering excuse necessary in Military Drill; but boys are not allowed to bring notes of excuse on account of a temporary ailment or lameness. They may state their own cases and will be excused if necessary. Every boy must be furnished with a drill jacket and cap, and a pair of military gloves, when assigned to a company.

DETENTIONS.—Bad lessons and ordinary infractions of school rules are generally settled by detention after regular school hours; but this can be so arranged as to cause little or no interference with dinner hours, as most faults can be settled—

- (a) By the return of the pupil to school in the afternoon after dining at home.
- (b) On the next day after they are incurred, so that the pupil's family may make such arrangement for his dinner as they deem most advisable.
- (c) If they do not exceed four in number during a week, they can be put over to Friday afternoon.

Parents can make any one of the above arrangements by seeing one of the Principals or by sending *written* word.

If no such notice is received, it will be assumed that parents have made satisfactory arrangements about luncheons and dinners, and that they prefer to have all faults settled on the day they occur. But those exercises that come at long intervals, like *Composition*, *Abstract of Authors*, and *Declamation*, must be settled, so far as is convenient for the teachers, *on the day when they fall due*. Parents are earnestly requested to see that these three exercises are begun two weeks before they are due, and also to see that they are completed in season; but in mathematics, no home aid should be given.

SPELLING MAY BE OMITTED for a specified time by the following classes of students; but it must be at once resumed if careless spelling appears in any written exercises.

1. For an entire year, by those students who have passed the preliminary examination in English Literature at the University.

2. For the remainder of the school year, by those who pursue two extra languages, one of which is Latin or Greek, and do not miss a word in spelling lessons and in composition for ten consecutive weeks. If such perfect spelling is during the ten weeks at the end of the school year, the exercise may be omitted until the first of the following January. One hundred per cent. in examination will count the same as perfect lessons.

3. For the remainder of a regular quarter, by those who do not miss a word in the first two good compositions of that quarter and in the spelling lessons of the first five weeks. Examination counts as in No. 2.

CERTIFICATES OF PROMOTION in the English and Classical Departments below the first class are given at the close of the summer term, only to those students who pass a satisfactory examination in every study pursued by their class; and no pupil, who has more than one condition not made up by September, will be allowed to join a higher class.

For the encouragement of pupils whose industry and health enable them to do the necessary work, promotions are also allowed at any time of year, on satisfactory examinations.

For *military* promotions, see pages 46-47.

## DIPLOMAS.

*Two grades in each department.*

## CLASSICAL DEPARTMENT.

THE FIRST GRADE is given to those graduates who are thoroughly prepared to enter College, and who, if boys, have attended to the regular exercises mentioned on page 13.

THE SECOND GRADE is given to those graduates who are prepared to enter College, but who, in some very slight degree, fall short of the requirements for the first grade.

## ENGLISH DEPARTMENT.

THE FIRST GRADE is given to graduates who have taken all the studies of their class, passed examinations in every study, and had satisfactory marks in General Exercises.

THE SECOND GRADE is awarded in three cases:—

1. To a student whose studies vary from the regular course, but who remains two years in the First Class, and does considerably *more* work than is required in that class.

2. To a graduate who substitutes Latin or two modern languages for an English Study.

3. To a member of the First Class who *enters it without condition*, and who, in fitting for the Institute of Technology during the year, in consideration of the extra studies imposed for that purpose, omits the following studies: Botany during the whole year, and Ancient History during the second half year.

Students from other schools who wish for a diploma must not only be a full year in the First Class and meet all the conditions, but must also pass the examinations of the Second Class.

Non-attendance at Military Drill, for either of the reasons stated on page 67, will be excused.

It will be seen that the Diplomas are not obtained merely by remaining in school a certain number of years, or by going over a given number of subjects or pages. They are certificates of faithful work and good scholarship. Only a small number have been granted.

In July, 1878, Diplomas were given as follows:—

*Classical Course.*

JOSEPH H. BEALE, JR.  
ALFRED G. ROLFE.

*English Course.*

ROBERT BATCHELLER.  
OLIVER C. BRYANT.

## MEDALS AND OTHER PRIZES.

As certificates of a definite amount of accomplished work, for the year ending Dec. 31, are awarded at a public exhibition given in January or early in February, in order that there may be no improper emulation, there is no limit to the number.

Candidates must have been members of the school for a full year, and produced their Reports by Jan. 10, of the following year. If reports are lost, duplicates will be furnished, if applied for not more than six weeks after the date of the report desired. Each pupil is responsible for the getting back and the keeping of his own report.

There are six grades of medals; three of gold and three of silver.

The *First grade* of gold will be awarded to those pursuing two or more languages, in addition to the English; the *Second grade*, to those pursuing one language besides the English; the *Third grade*, to those pursuing English studies only.

Two forms of obtaining a medal are allowed, and the applicant must state on which he bases his claim. Reckoning, partly on one condition and partly on another, will not be allowed.

**FIRST. RECITATION CLAIM.**—For the *first gold* medal there must be no deficiencies, except that in Spelling, four deficiencies will be allowed.

For the *second* and *third gold* medals, there must be no deficiencies except in Spelling, as mentioned above, and such as come under the head of allowances as explained below.

For the *silver* medals, the number of deficiencies in English studies must not exceed five for the first, ten for the second, and fifteen for the third; except, that in each grade, there shall be an allowance of four deficiencies in Spelling.

**DEFICIENCIES.**—All marks less than four, for lessons, deportment, and attendance; all altered marks for absence, tardiness, or deportment, not signed on Reports by the Principal or Secretary; all altered recitation or examination marks, not signed on Reports, by the teacher who heard the lesson; all absences and "excused" lessons without the signature of the Principal or Secretary on the face of the Report.

In all the above cases the signature must be obtained within one week from the time the Report is received.

The only circumstances under which excuses for absence will be given are illness, death of a near relative, attendance at church with their families, marriage of a near relative, and in case of out-of-town pupils, a storm of such severity as to make attendance impossible: the lessons in the last two cases to be made up.

**ALLOWANCES.**—A claim for a second gold medal may be made by a student having Greek and Latin, whose deficiencies in all departments do not exceed five; by a student having Greek or Latin and one modern language, whose deficiencies do not exceed three; by a student beginning Latin and French in February, whose deficiencies do not exceed two.

An allowance will be made on the lower grades of medals, of five deficiencies in any department, for Latin or Greek; of three, for a modern language: and of two, to those beginning Latin or French in February.

When a pupil studies two languages, one of which is Latin or Greek, the omission of English Grammar is no bar to a claim for a gold medal, *provided*, that in those languages there is no mark less than five, *or* that, having not more than ten marks below five but not less than four, the examination percentages are unusually high. On the same conditions, English Defining may be omitted when the pupil studies three languages.

**REDUCTIONS.**—A pupil having many lessons marked four (which number denotes a merely passable recitation), will receive a medal one grade lower than the scale indicates.

A pupil who is absent fifteen days during the year will receive a medal, one grade lower than otherwise; if absent twenty days during the year for any reason whatever, he cannot take a medal under the first form of claim.

**Second. EXAMINATION CLAIM.**—Medals will be awarded on the average per cent. of examinations through the year. The applicant must obtain separately the per cent. mentioned in the following table on each study pursued by his class. He cannot take the average of several studies.

For the six grades, the respective required percentages are in

Each branch of Mathematics—92, 90, 87, 84, 80, 75.

Other English Branches, each, 88, 84, 80, 76, 73, 70.

Each Language, 80, 80, 80, 76, 73, 70.

Examinations in Literature will include the course of out-of-school reading, as well as those authors regularly studied in class.

As this second form of winning a medal is intended to make allowance for an occasional failure of a good scholar and not to encourage idleness, no pupil will be allowed to present a claim for the first *gold*, if he has had more than ten deficiencies; for the second, more than fifteen; third, twenty; for the first *silver*, more than twenty-five; second, thirty; third, thirty-five. Four deficiencies in Spelling are allowed on each grade.

The Regulations in regard to deficiencies will be the same as by the first form of claim; except that the omitted lessons on the excused absences need not be made up, while the unexcused absences will count as many deficiencies as they cause lessons to be lost. Absences through sickness will not be counted so rigidly as under the first form.

**OTHER PRIZES.**—No pupil can take a medal of the grade of one that he has already taken, nor can he take one of a lower grade than he has already received; but he may once obtain a book prize of the grade of the highest medal he has previously received.

Book Prizes of rank of third gold medals are awarded (to those who do not take a medal) for excellence in Special Departments; provided, they have obtained the average percentages stated below in that Department, and not less than sixty per cent. in any other Department.

Classical Department: Latin, Greek, and one Modern Language, 85 per cent.

Mathematics, 95 per cent.

Literature (including Composition and Declamation), 90 per cent.

Prizes of books are sometimes awarded to pupils who, from sickness, or some other unavoidable cause, are not strictly entitled to medals.

A scholar who remains two years in a class, and whose work, so far as taken, comes up to the medal requirements, may

- a. For the first year have an appropriate book prize, and, for the second year, a medal, one grade lower than the sum of the two years' reports would give him; or
- b. He may make no claim the first year, and, and at the close of the second, he may present his reports for the two years, proving that he has done one full year's work and receive the regular medal that certifies that he has accomplished that amount of work.

The Thayer Association gives a gold medal, awarded by its own Committee, for English Composition.

The gold medal of the Chauncy-Hall Association is awarded by former members of the School to the boy who is considered by his schoolmates to be the best boy. A medal is also awarded in the same manner to the best boy in the Primary Department, a fund having been left for the purpose by the late GIDEON F. THAYER, the founder of Chauncy-Hall School. What is said in the first paragraph about the number, of course does not apply to these last three medals.

*All prizes, regular and extra, are on condition that there is no zero mark for conduct.* The zero mark is given only for what is low or mean, such as foul language or actions, falsehood, cheating, bullying, truancy, deliberate or persistent impertinence, &c.

## ORDER OF EXERCISES

AT THE

*Fifty-first Annual Exhibition of Chauncy-Hall School, at the  
Boston Music Hall, Thursday, Feb. 6, 1879.*



1. ENTRANCE OF THE SCHOOL,  
Under Command of Major FRANCIS A. PIERCE.
  2. DECLAMATION, . . . . . EDWARD EVERETT ROSE.  
*Cromwell, Napoleon, Toussaint.*—(WENDELL PHILLIPS.)
  3. RECITATION, . . . . . HERBERT M. LELAND.  
*Our Flag.*—(ERNEST CLARE.)
  4. DECLAMATION, . . . . . JOHN R. BRADLEE.  
*Destruction of the Ottoman Empire.*—(ATLANTIC MONTHLY.)
  5. DECLAMATION, . . . . . RIPLEY O. ANTHONY.  
*The Geography Demon.*
  6. DECLAMATION, . . . . . LEWIS A. WOOD.  
*Oratio Germanici Cæsaris apud milites.*
  7. DECLAMATION, . . . . . CHOKICHI KIKKAWA.  
*Death of Benedict Arnold.*—(GEORGE LIPPARD.)
  8. READING,  
*Miltiades and Miss Muslin.*—(WIDE AWAKE.)  
N. Harvey, H. B. Roberts, H. Manning, W. B. Wentworth,  
H. M. Leland, W. B. Richardson, A. T. Bradlee, H. Pearson,  
A. T. Hartwell, D. F. Follett, R. O. Anthony, H. C. Brewer.  
F. T. Isburgh, T. Talbot, Jr., H. C. White,  
W. W. Estabrook, J. W. Baker, G. J. Fiske.
- [Arranged from stage right.—Conducted by Capt. A. G. WEEKS, Jr.]
9. RECITATION, . . . . . ELLEN M. JOHNSON.  
*Rena, Young Hildebrand, and Queen Ildegar.*—(JULIA C. DORR.)
  10. DECLAMATION, . . . . . FRANKLIN E. PARKER.  
*Defence of Massachusetts.*—(A. H. RICE.)
  11. DECLAMATION, . . . . . ALFRED BATCHELLER.  
*The Spellin' Bee at Angel's.*—(BRET HARTE.)
  12. DECLAMATION, . . . . . CHARLES H. WILSON.  
*Our Kin beyond the Sea.*—(GLADSTONE.)
  13. RECITATION, . . . . . BARTON P. JENKS.  
*Our Cat and Three Kittens.*—(NURSERY.)
  14. RECITATION, . . . . . PARKER B. FIELD.  
*Minot's Ledge.*—(F. J. O'BRIEN.)
  15. RECITATION, . . . . . MATTIE S. EVANS.  
*Roba di Roma.*—(W. W. STORY.)
  16. DECLAMATION, . . . . . STANTON DAY.  
*William Cullen Bryant.*—(GEORGE W. CURTIS.)
  17. READING.  
*Knoware.*—(HARPER'S MAGAZINE.)  
F. S. Mead, J. F. White, J. T. Eager, C. H. Rollins,  
A. B. Hodgkins, J. B. Blake, P. B. Field, C. F. Gregory,  
A. H. Brown, W. Austin, C. McG. Biddle,  
J. M. Grosvenor, Jr., A. I. Nash, W. D. Brewer, Jr.

[Arranged in order from stage right.—Conducted by Capt. J. R. Coolidge, Jr.]

18. RECITATION, *Le Pays Natal.*—(VINET.) HENRY C. WHITE.
19. DECLAMATION, *Salathiel to Titus.*—(G. CROLY.) L. ERNEST PUTNAM.
20. DECLAMATION, *Nasby on Fiat Money.* JOHN B. BLAKE.
21. READING. By members of the First Class.  
*King John.*—Act II. Scene 2.  
C. H. Wilson, Stanton Day, J. G. Coolidge, Grace L. Murray,  
A. G. Weeks, Jr. C. Kikkawa, J. V. Davis, Alice M. Claussen,  
Wm. L. Puffer, J. R. Bradlee, H. A. Tenney, Nellie M. Johnson,  
J. R. Coolidge, Jr. L. A. Wood, Mary P. Puffer, Mary A. Webster.  
F. A. Pierce, G. S. Bell, Fanny M. Webster,  
[Conducted by Serj.-Maj. A. BACHELLER.]
22. DECLAMATION, *Mark Twain on Spelling.* CHARLES H. ROLLINS.
23. RECITATION, *Vacation Days.* ALFRED T. HARTWELL.
24. DECLAMATION, *Dangers of our Country.*—(W. W. STORY.) ODIN B. ROBERTS.
25. DECLAMATION, *Music Pounding.*—(O. W. HOLMES.) WILLIAM F. AUSTIN.
26. DECLAMATION, *Henry Wilson.*—(J. G. WEBSTER.) ARTHUR B. HODGKINS.
27. DECLAMATION, *The Ottoman and the Muscovite.*—(R. H. STORRS.) J. RANDOLPH COOLIDGE, Jr.
28. RECITATION, *The Ride of Jennie McNeil.* CLARA McDOUGALL.
29. RECITATION, *Widder Green's Last Words.* WALTER B. WENTWORTH.
30. READING. By members of the Preparatory School.  
*Naughty Zay.*  
Harry C. Hill, Barton C. Moore, Henry G. Bradlee, Arthur G. Wood,  
Herbert Small, Emma S. Cogswell, Guy W. Walker, John Hitchcock.  
Frederic Blake, Florence A. DeMeritte, Barton P. Jenks,  
[Arranged from stage right.—Conducted by Lieut. W. L. PUFFER.]
31. SWORD DRILL. Commanded by Capt. W. C. WINSLOW.  
Serg.-Maj. A. Batcheller, Lieut. J. R. Bradlee, Serg. C. H. Rollins,  
Serg. F. M. Haines, Serg. Stanton Day, " A. H. Brown,  
" F. E. Parker, " E. Putnam, " W. D. Brewer,  
Lieut. Wm. L. Puffer, " F. G. Ross, " C. Kikkawa,  
Adj. J. G. Coolidge, " H. L. Davenport,  
Capt. J. R. Coolidge, Jr. Capt. A. G. Weeks, Jr.
32. RECITATION, *Toussaint L'Ouverture.*—(JOHN G. WHITTIER.) FRANCIS A. PIERCE.
33. PRESENTATION of Medals and other Prizes.
34. DISMISSAL. By Officers of the Battalion.



MEDALS AND OTHER PRIZES FOR 1878,  
AWARDED FEB. 6, 1879.

*First Gold Medals,*  
WM. D. BREWER, JR. CHOKICHI KIKKAWA,  
L. ERNEST PUTNAM.

*Book of same Rank,*  
J. RANDOLPH COOLIDGE, JR.

*Second Gold Medal,*  
FRED. S. MEAD.

*Third Gold Medal,*  
GEORGE R. HOWE.

*First Silver Medals,*  
A. TISDALE BRADLEE, HERBERT M. LELAND,  
MARY P. PUFFER.

*Books,*  
JOHN G. COOLIDGE, ELLEN M. JOHNSON,  
JOSEPH F. WHITE.

*Third Declamation Medals,*  
J. RANDOLPH COOLIDGE, JR. CHOKICHI KIKKAWA.

*For Excellence in Natural History,*  
RIPLEY O. ANTHONY, A. TISDALE BRADLEE,  
HERBERT M. LELAND.

*Punctuality and Regularity Nine Years,*  
WM. L. PUFFER.

*Entire Punctuality and Regularity Four Years,*  
WALTER AUSTIN.

*General Excellence Eight Years,*  
FRANCIS A. PIERCE, WINTHROP C. WINSLOW,  
ANDREW G. WEEKS, JR.

*Best Year's Work on English Composition in Third Class,*  
ODIN R. ROBERTS.

*Gold Medal for English Composition, from the Thayer Association of  
Chauncy Hall,*  
CHOKICHI KIKKAWA.

*Gold Medal of Chauncy-Hall Association,*  
WINTHROP C. WINSLOW.

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PRIMARY DEPARTMENT.

*Founder's Medal,*  
GUY W. WALKER,

*Book,*  
ARTHUR G. WOOD.

# Roster of Chauncy-Hall Battalion.

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Major, FRANCIS A. PIERCE.

Adjutant, J. G. COOLIDGE.

## Co. B.

Capt. W. C. WINSLOW.  
 1 Lt. J. R. BRADLEE.  
 2 Lt. L. A. WOOD.

## Co. C.

Capt. J. R. COOLIDGE, JR.  
 1 Lt.  
 2 Lt. W. D. BREWER.

## Co. D.

Capt. A. G. WEEKS, JR.  
 1 Lt. W. L. PUFFER.  
 2 Lt.

Sergeant Major, A. BATCHELLER.

1 Ser. C. KIKKAWA.  
 2 Ser. F. E. BACON.  
 3 Ser. F. E. PUFFER.  
 4 Ser. H. L. DAVENPORT.

1 Ser. STANTON DAY.  
 2 Ser. F. M. HAINES.  
 3 Ser. F. E. PARKER.  
 4 Ser.

1 Ser. C. H. ROLLINS.  
 2 Ser. A. H. BROWN.  
 3 Ser. I. SCHENCK.  
 4 Ser.

## BOARD.

The cost of board and rooms in Boston and the neighboring cities and towns varies, of course, according to the means and tastes of individuals; but suitable boarding places can be had for five dollars a week and upward.

Arrangements are made at the restaurant connected with the Institute of Technology, so that members of Chauncy-Hall School can have good board there for three dollars and fifty cents a week.

Genuine *homes* in private families of culture and refinement can be had for ten or twelve dollars.

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PUBLIC LIBRARY.

By vote of the Trustees of the Boston Public Library, non-resident members of the First Class and Post-Graduate Class of Chauncy-Hall School are allowed to take from the library such books as are in the line of their school work. This privilege will be of great advantage to students of literary or scientific tastes, as the library now contains over 300,000 volumes; and its reading-room is supplied with all the good literary and scientific periodicals of Europe and America.

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School of Law,	36 Bromfield Street.
School of Medicine,	East Concord Street.
School of Oratory,	1 Somerset Street.
School of All Sciences,	20 Beacon Street.

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3. Its departments of **Oratory and Music** have in standard and scope no counterparts in any other University.

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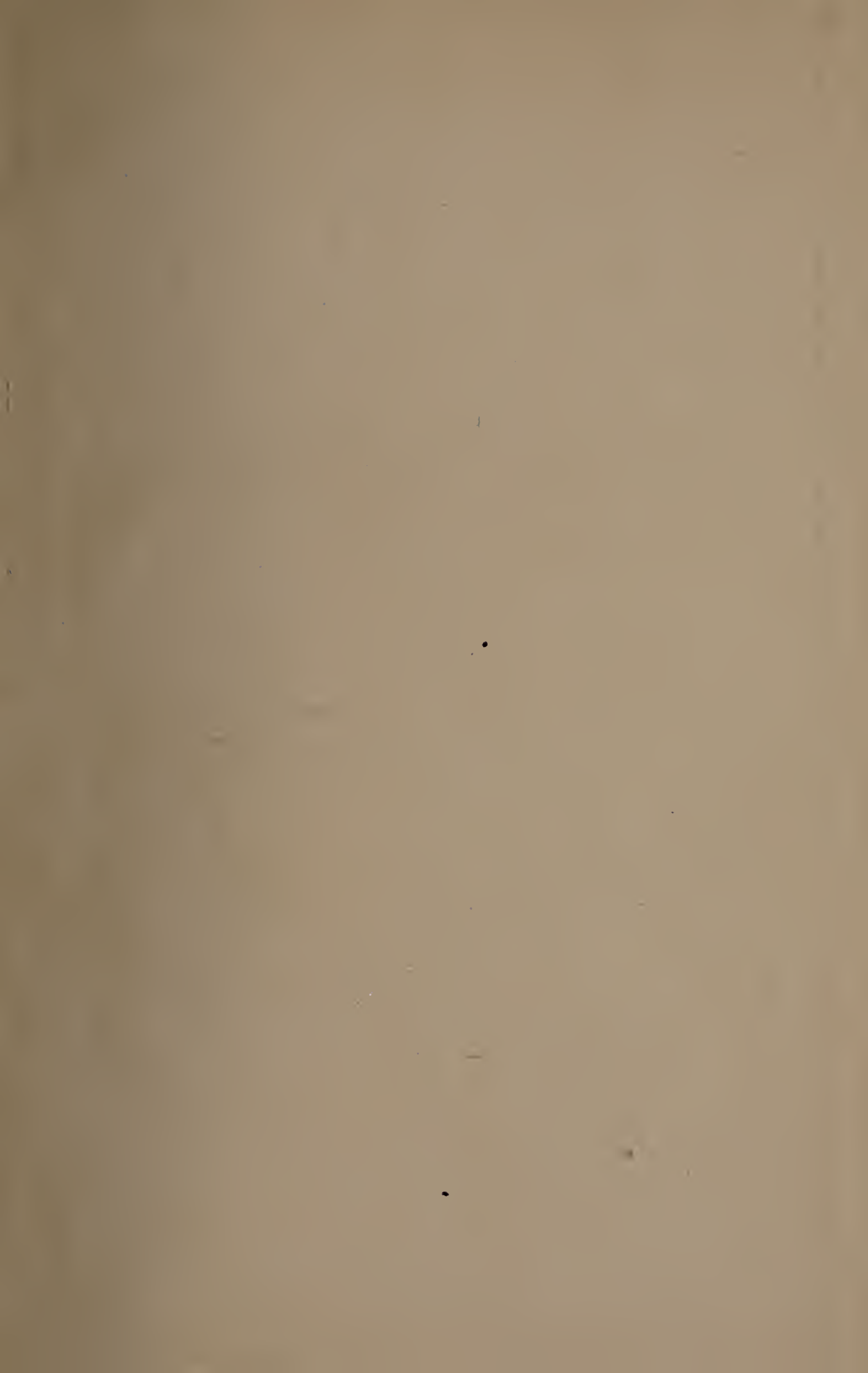












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